

## Point of View

By Karen McCarthy Brown

SEE NOW, more clearly than I did during 12 years of labor on it, that my book *Mama Lola: A Vodou Priestess in Brooklyn* is the product of unconventional methods of anthropological research and writing. Published by the University of California Press last year, the book weaves stories of Mama Lola's ancestors together with ethnographic narratives that are woven, in turn, from my own scholarly and personal voices and from several of Mama Lola's voices, including those of six Vodou spirits who routinely possess her.

I did not set out to do experimental fieldwork, nor, when I was writing, did I see myself as jumping into the middle of a postmodernist debate on ethnography. Yet now that the book is done and I can afford the luxury of sticking my head up and surveying the wider terrain, I see that I did flout some of the conventions of anthropological fieldwork. I also have become involved, willy-nilly, in the current spirited debate about what we anthropologists—mostly white Euro-Americans—are doing when we write about those whom scholars sometimes call "the Other."

Contemporary critics argue that the greater social power of the researcher overwhelms the subject and that ethnographic texts are, by default, little more than fictions, revealing more about the culture and the preoccupations of the writer than about those of the people being studied. *Mama Lola* enters this debate in two ways: First, by deliberate attention to the power issues between Mama Lola and me, and second, by an implicit claim that more extended, intimate, and committed contact between researcher and subject can undercut the colonial mindset of much anthropological writing.

I met Alourdes (the name that I usually use to address Mama Lola) in the summer of 1978. She was then in her mid-40's and had immigrated from Haiti in 1963. I was 10 years younger and the great-granddaughter of European immigrants. On the surface, we were very different. By the time I reached my mid-20's, I had my first college teaching job; at the same age, Alourdes was living in the squalor of Port-au-Prince, raising two children on her own, and, when there was no other way to feed them, resorting to prostitution. Yet, ironically, when we met, we shared a sense of upward mobility. A member of the first college-educated generation in my family, I had recently received my Ph.D. and had taken a position on the faculty of Drew University. Alourdes by that time owned her home and was firmly ensconced as the head of a lively, three-generational household.

She also was working full-time as a Vodou priestess, a vocation requiring the combined skills of priest, social worker, herbalist, and psychotherapist. Three generations of healers in her family had preceded her, but she was the first family member to muster the financial resources needed to pay for the elaborate initiation rituals that make the role official.

When we were introduced, I was living in a loft in SoHo, an artists' district in lower Manhattan. Alourdes's home, where she also held regular Vodou ceremonies and consulted daily with individual clients, was a small row house in the Fort Greene section of Brooklyn. The social distance between us was great, but the geographic distance small. Her house and the Vodou world she inhabited were a mere 20 minutes by car from my front door.

Something clicked between Alourdes and me, although I cannot say that we liked or trusted one another right away. Perhaps it was just that each of us sensed in the other someone who could extend and challenge our world. She seemed a formidable person, strong and moody. One moment she was electric, filled with charm; the next, dour and withdrawn. I, no doubt, appeared overly polite and overly white.

For a while, we engaged in a formal little dance. I stopped by her house to visit frequently and brought her small gifts; she usually offered me coffee and took the time to sit and talk with me. Sometimes she invited me to ceremonies. I was utterly fascinated by her charismatic priestcraft and by the intimate and familial style

## Writing About 'the Other'

New approaches to fieldwork can end the colonial mindset of anthropological research

of ritualizing that was so different from what I had seen during the years I worked on Vodou in large, urban temples in Haiti. Despite my fascination, I mostly hovered on the edge of the crowd at Alourdes's "birthday parties" for the spirits. Sometimes when she went into a trance, the Vodou spirit "riding" her would seek me out to give advice or blessing. Later I found out that one or two regulars at these events objected to my white presence and suggested that I was a spy from the immigration office. Alourdes reportedly answered that no one could tell her how to choose her friends.

After a few months, I offered to help Alourdes with ritual preparations. I ran errands, helped to cook the ritual meal, and lent a hand constructing the altar that is the focal point of each Vodou ceremony. Our friendship grew through intimacies shared in the midst of routine work as well as through stronger bonds forged in the midst of life crises. Her son got in trouble with the law, and she turned to me for help; I went through a divorce and felt grateful for her support, which often took the form of offers of ritual healing. Soon a friendship developed that blurred and confused our previous roles of academic researcher and representative Vodou priestess. These days she calls me her "daughter," and, when I am not able to spend holidays with my biological family, I am more likely to celebrate them at her house than anywhere else.

As our friendship grew, participating in her religion felt like a natural step. I did not tumble into it in reaction to a life crisis; I chose to participate in Vodou for a mix of professional and personal reasons that I will never untangle. The single clear feeling was a powerful need to understand what Vodou was about, what it had to offer those who turned to it in times of trouble. My own attitude was very much like Alourdes's when she offered to let me *kouche* (literally, lie down or sleep)—in other words, to participate in healing ceremonies that also function as rites of initiation into Vodou. "Try it," she said. "See if it works for you."

And it did work. Vodou gave me a rich, unblinkingly honest view of life that has been one of several resources that I have drawn on in the last decade or so to sort out life's problems. Participating in rituals and deciding to offer myself as a candidate for healing have given me valuable insights into how Vodou works, insights that strengthened my book considerably.

YET MY ACADEMIC COLLEAGUES have raised questions. Have I lost my objectivity? Has my friendship with Alourdes biased my account of her family history, her daily life, and her spirituality? Has my participation in Vodou colored the way in which I present the religion? The answer to all these questions is a qualified Yes, although that doesn't disturb me as much as some of my colleagues wish that it did.

The analogy commonly drawn between anthropology and the natural sciences has ceased to be helpful to

me. While I still care about factuality and freedom from bias, those standards are no longer the most demanding ones for my work. Over the years I have come to understand anthropological fieldwork as something closer to a social art form than a social science. It involves a particular type of human relationship, yet one that is subject to all the complexities and ambiguities of any other kind of human interaction. This conception of fieldwork does not mean that no standards are applicable; they simply are different from the traditional ones. Truth telling and justice, for example, seem to be more fitting criteria than the canons of scientific research.

In relation to *Mama Lola*, truth telling not only required enough care and persistence to get the facts straight, but also enough self-awareness and self-disclosure to allow readers to see my point of view (another term for bias) and make their own judgments about it. Because I believe that a writer's perspective is more than a collection of facts that can be listed in an introduction and then forgotten, I chose to present myself as a character in the story, interacting with Alourdes. The challenge was to do this enough to reveal the way in which I relate to her without turning the book into a story about me.

A STANDARD OF ETHICAL BUSINESS also demanded that I tell as complete a story as possible, including all the complexities, without boring or confusing readers. In other words, telling the truth required me to perform an intellectual-aesthetic balancing act in which the order and clarity of abstraction were placed in tension with the dense tangle of lived experience.

Justice, which like truth telling can never be fully achieved, was an even more challenging criterion of scholarship in this case. I felt compelled to do justice to Alourdes and to her world in my writing. Both moral and aesthetic judgments came into play, for example, in choosing the telling detail or the revelatory incident designed to capture definitive aspects of her life.

Justice as a goal in my relationship with Alourdes meant, among other things, that I could not exploit her, misrepresent my intentions, or turn away from her once I had what I needed. Financial obligations, like those of time and energy, could not be limited to what was necessary to grease the flow of information for the book. A true friendship is not over just because a writing project is done. So she will share the profits from the book with me, and, when she cannot meet a mortgage payment or raise the money for a trip to Haiti, I expect to continue to contribute.

It has not always been easy for me to negotiate the responsibilities that I have accepted as a result of Alourdes's gift of friendship, but I would not have it any other way. Despite her limited reading and writing skills, Alourdes helped to keep me truthful and just while writing *Mama Lola*. When I was tempted to suppress information that I feared might embarrass her (for example, her prostitution), she pushed me: "You got to put that in the book. Because that's the truth. Right? Woman got to do all kinds of things. Right? I do that to feed my children. I'm not ashamed." The nature of anthropological fieldwork changes in situations of cultural mixing where the subject has her own vision of the project and her own views on the standards to which it should be held accountable.

I could not have written *Mama Lola* if Alourdes had not challenged me, trusted me, and become my friend. Through our friendship, we have served scholarship's end of deepened understanding, in this case by showing Vodou at work in the intimate details of one person's life. We both hope that our risk taking will help to counter the distorted image of this ancient religion.

Karen McCarthy Brown is professor of the sociology and anthropology of religion in the Graduate and Theological Schools of Drew University.

## Quote, Unquote

News Summary: Page A3

"It's hard to see why people should want to go into this business."

The head of the AAUP panel in charge of a faculty-salary survey: A1

"The burning oil fields of Kuwait, rather than ballistic-missile silos of the superpowers, may represent the new paradigm for conflict in the 21st century."

Rep. George E. Brown, Jr., on reorienting scientific inquiry: B1

"The agenda of the NEH is colored by the philosophical pressures that are exerted on it by the Buchanan right."

A House Democrat: A1

"In the long run, it's hard to organize people around misery and anger."

A member of a group formed to defend the academic left wing: A15

"It just seems that this process is in microcosm what's wrong with the American government. The money interests can still dominate."

A consultant on student-aid issues, on the reauthorization of the higher-education act: A29

"Many whites vent anger at affirmative action as an abstract notion, while relatively few seem able to cite solid evidence that it has affected them personally." The President of People For the American Way, on the need to eradicate racial division: B3

"For a lot of them, the goal is just to stay eligible to play basketball. Wrong goal. Entirely wrong goal."

The men's basketball coach at Howard U., on preparing athletes to meet academic standards: A39

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## THE CHRONICLE

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## 'THE BOOM DAYS ARE GONE'

## Faculty Salaries Rise 3.5%; Smallest Increase in 20 Years

By DENISE K. MAGNER

WASHINGTON

Average faculty salaries rose only 3.5 per cent this academic year, the smallest increase in more than 20 years.

When adjusted for inflation, salaries increased just 0.4 per cent, according to a survey conducted annually for the American Association of University Professors.

"The boom days of the mid-1980's are gone, and indeed, for the last two years, salaries have fallen a bit in real terms," said Daniel S. Hamermesh, a professor of economics at Michigan State University and chairman of the AAUP committee in charge of the survey.

The faculty survey compared 1991-92

## Faculty Salaries, 1991-92

Rank	Average salary	1-year increase
Professor	\$58,220	3.4%
Assoc. professor	43,260	3.5
Asst. professor	36,060	3.8
Instructor	27,170	3.9
Lecturer	30,470	—
All	45,360	3.5

— No data reported

SOURCE: American Association of University Professors

CHRONICLE CHART BY JOJO GRAGASON

pay raises to an inflation rate of 3.1 per cent for the period from December 1990 to December 1991.

In academic 1990-91, by contrast, average salaries increased 5.4 per cent, but for the first time in a decade failed to keep pace with inflation.

The average salary for faculty members at all types of institutions was \$45,360, survey results show. Salaries varied by rank and type of institution. For example, the average salary for a full professor was \$88,200 at Princeton University; \$50,000 at Earlham College; and \$43,000 at Central Oregon Community College.

Given that the financial outlook for high-

Continued on Page A18

## Chairman of Humanities Fund Has Politicized Grants Process, Critics Charge



JOHN HUNTER MORTGAGAN FOR THE CHRONICLE

By STEPHEN BURD

WASHINGTON

Many humanities scholars and some former officials of the National Endowment for the Humanities contend that NEH Chairman Lynne V. Cheney has politicized the agency's grant system. Applications from controversial scholars and from those who use non-traditional approaches are routinely rejected, the critics charge, even when the proposals get top ratings from the agency's own peer reviewers.

## Confidential Evaluations

Several scholars who have had grants rejected by the NEH since Mrs. Cheney took over the endowment in 1986 have provided *The Chronicle* with confidential

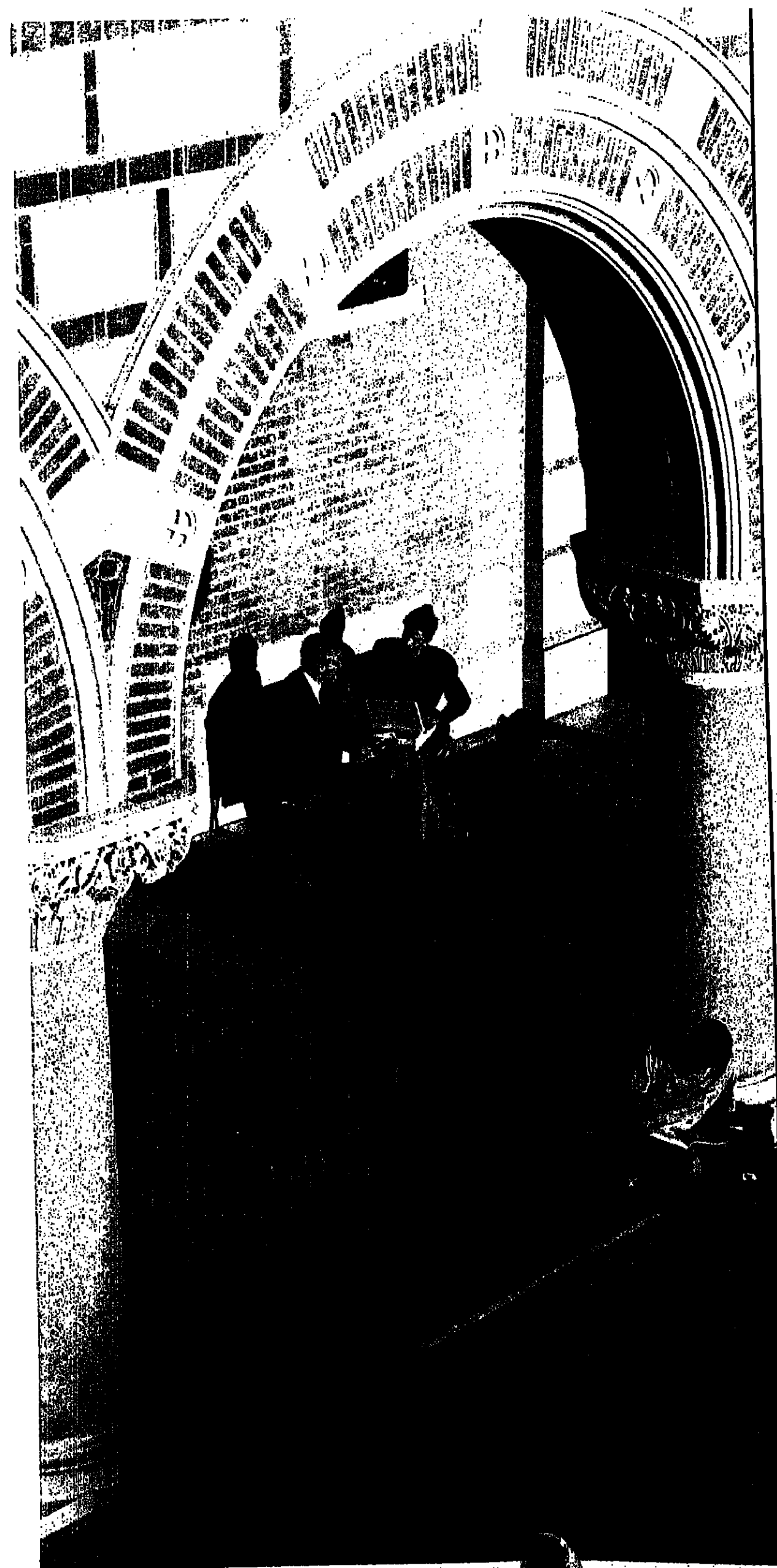
peer-review evaluations of their projects. The evaluations, which they obtained from the endowment, indicate a pattern in which a single reviewer makes critical remarks—generally based on the applicant's differences with the traditional approach to scholarship advocated by Mrs. Cheney—and that opposition is used to reject the grant.

Some former officials of the endowment, who were involved in the application process, also have provided confidential

The Rev. Joseph A. Appleyard of Boston College (above) believes his proposal was rejected because the NEH and its chairman, Lynne V. Cheney (right), objected to the scholars he wanted to bring to his campus.



JOHN HUNTER MORTGAGAN FOR THE CHRONICLE



## Tough choices are being made with the kind of expertise only a specialist can give.

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## This Week in The Chronicle

April 22, 1992

### Scholarship

#### DEBATING 'DISCOURSE THEORY'

Criticism of the use of poststructuralist analysis in history suggests that its influence outside literary studies may be declining: A6

#### STANFORD ACCELERATORS THREATENED

A federal panel has recommended closing the facilities in 1995 if the Department of Energy physics budget does not keep pace with inflation: A7

#### LAND-GRANT UNIVERSITIES: NEW RESEARCH AGENDA?

Faced with the changing demographics of rural America, the institutions are urged to move beyond their agricultural past: A8

#### BLACK HOLE 3 MILLION TIMES THE SUN'S MASS

Images relayed from the Hubble Space Telescope indicate a black hole in a nearby galaxy: A10

#### THE PROPER ROLE OF SCIENCE AND TECHNOLOGY

Our current concept of scientific progress is parochial and dangerous; it must be revised. Opinion: B1

Rare bee may force relocation of lab: A4

Aye-aye born at Duke University: A4

Harvard U. Press has a hit on its hands: A6

Stanford U. Press won't get the ax after all: A6

Cheaper method of cleaning oil spills is developed: A8

Labor Day's evolution said to reflect labor's history: A8

Astronomers finish largest ground-based telescope: A8

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#### AVERAGE FACULTY SALARIES RISE 3.5%

According to a survey conducted annually for the AAUP, the increase is the smallest in 20 years: A1

#### ACADEMIC LEFT WING TRIES TO ORGANIZE

Two groups formed to defend multiculturalism, feminism, and other new scholarly approaches take aim against conservatives and the NEH: A15

#### A 'BOLD MINE' OF TECHNOLOGY

An American professor of nuclear engineering is one of the first Western scientists to see inside the Soviet Union's weapons labs: A5

#### RANGE AND ACCESS VS. SPECIALIZATION

Faculty members and administrators are wary of efforts by their states to cut the number of courses offered, especially at regional four-year institutions: A30

#### DEALING WITH RACIAL DIVISIONS

Colleges must develop programs to confront racial misunderstandings, dispel myths, and invite a healthy dialogue about campus policies. Opinion: B3

Chicago flood forces cancellations of classes: A4

Arizona university withdraws from accreditation: A4

College settles dispute over ancient Egyptian ornament: A6

Some comparative-literature students get a warning: A15

Publishers win skirmish in copyright-infringement suit: A15

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Fact File: Average faculty salaries at 1,800 institutions: A19

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Researchers are experimenting with computer-generated "universes" that could alter dramatically the way students learn: A23

#### FINDING GRADUATE STUDENTS BY COMPUTER

A service links graduate schools with undergraduates and others interested in advanced study: A25

Accounts of Soviet coup attempt available on Internet: A23

Copyright network offered to bookstores, copy shops: A23

Academics can get acquainted on electronic network: A23

Five new computer programs; three new optical disks: A27



Kalyan K. Ghosh is fighting efforts to cut programs at his university. "There is a myth that the state colleges are inefficient because they are offering similar programs": A30

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#### NEH'S CHENEY IS CRITICIZED

Scholars and former endowment officials say its chairman has rejected grants for political purposes and subverted the peer-review process: A1

#### DISAPPOINTMENT OVER REAUTHORIZATION

Many college officials say Congress abandoned bold ideas for changing federal student-aid programs: A29

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The Education Secretary says he will make it easier for new college accrediting groups to gain federal recognition: A29

#### STATES LOOK TO SPECIALIZATION

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#### PRESIDENT PROPOSES NEW LOAN PROGRAM

The plan would enable Americans to borrow as much as \$25,000 for higher education or job training: A35

#### PRESSURE FOR CHANGE AT LAND-GRANT UNIVERSITIES

Scientists and administrators say the institutions need to broaden their research missions to cope with the decline in state and federal financing: A8

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### DEBATING THE PRESIDENT'S WAR POWERS

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#### BRIDGING THE RACIAL GULF

Colleges must invite a healthy dialogue about campus policies and teach students how to overcome racial misunderstanding. Opinion: B3

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Two are killed at student picnic in Los Angeles: A4

Posters detailing sexual assault bring backlash: A5

Law students apologize for parody of slain professor: A5

Olivet College allows students to finish work at home: A37

A college's students want more essay questions: A37

Dartmouth's playwrights get a unique opportunity: A37

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#### REPORT SKEWED BY PROGRAMMING ERROR

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#### DEBATE OVER TOUGHER ACADEMIC STANDARDS

The chairman of the NCAA panel that recommended a set of tougher academic standards wins unexpected support at Black Athletes in America forum: A39

Report says U. of South Florida didn't break NCAA rules: A39

Two Division I football programs could be cut: A39

U. of Wyoming trustees vote to drop four teams: A40

U. of Notre Dame will discontinue wrestling program: A40

Washington State football player sues the NCAA: A40

Catholic U. rejects appeal by fired basketball coach: A40

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Students who grew up during the country's bitter civil war have added a volatile element to life on the campuses: A41

#### NEW FRENCH EDUCATION CHIEF PONDERS REFORM

The minister's popularity may help him reorganize the country's overcrowded system of higher education: A42

Tories seen moving ahead with teacher-training plan: A41

### Arts

#### 'CELEBRATING THE STITCH'

An exhibition of 141 works by 82 artists examines contemporary embroidery in North America: B48

### Calendar

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Appointments and resignations in academe: A43

Deaths: A44

Calendar of coming events and deadlines: A45



## MARGINALIA

From *The Chronicle of Higher Education*:

"Camille Paglia seizes the podium at Harvard University's Sanders Theater and ignites. . . . It's the heavy lifting that does it."

Memo to department heads at the University of Notre Dame:  
"Enclosed are revised PIN sheets and corresponding revised PIN listings. Please replace these with any earlier PIN sheets that were sent. And recycle the new ones?"

From the *Harvard Gazette*:  
"Environmental activities are moving forward on several fronts in response to President Neil L. Rudenstine's announcement last week of a University-wide initiative in this area. . . ."

"The [Environmental Studies Committee] is exploring how graduates and undergraduates can take advantage of courses and expertise at M.I.T. and Tufts University. . . . 'However rich Harvard is in this endeavor, we can provide a richer curriculum by collaborating with these other neighborhood schools,' [Vice-Chairman William] Clark said."

Busing is available?

Note in *The North Wind*, the newspaper at Northern Michigan University:

"The North Wind was recently granted \$1,000 by the NMU Chapter of the American Association of University Professors. . . . Larry Alexander, business manager of the paper, said, 'This donation is greatly appreciated and will be used for growing office expenses. . . . How about tulips instead?' a reader wants to know."

Blurb for *Edmund Wilson: A Critic for Our Time*, in an announcement from Ohio University Press:

"[A] well-written and closely researched literary work, [Edmund Wilson] is a welcome addition to the libraries of those who love superior literary criticism and commentary. . . . With some stir-fries on the side."

Memorandum from the Faculty Development Committee at the University of Montana:

"All faculty, deans, and departmental chairpersons of the University of Montana are invited to nominate candidates for the . . . Distinguished Teaching Award. . . ."

"Faculty members may be selected as Distinguished Teaching Award winners only once in their careers. . . . And a good thing, too!"

—C.G.

## In Brief

## Arizona university to drop accreditation

FLAGSTAFF, ARIZ.—One of Arizona's largest public universities has withdrawn its teacher-education program from the national accreditation process, and two other state universities are expected to follow suit.

Officials at Northern Arizona University, which already has withdrawn, said that the standards of the National Council for Accreditation of Teacher Education were "out of date" and that the accreditation process was "too costly." Arizona State University is now drafting a letter to explain its plan to withdraw. A University of Arizona official said there was "a strong possibility we won't stay in NCATE."

The moves follow the withdrawal from the council of four of Iowa's largest universities last month. Five hundred colleges submit their teacher-training programs to the council for review. "The fact that some institutions are not willing to be measured is disturbing," said Arthur E. Wise, the council's president.



PAUL BOESCH FOR THE CHRONICLE

## Chicago flood forces campuses to close

CHICAGO — The underground flooding of downtown Chicago last week caused several universities to cancel classes and evacuate buildings after electricity to their campuses was cut off by city officials.

The flood was caused by a leak

from the Chicago River into a tunnel that runs beneath most of the downtown buildings. After the flood, construction workers drilled holes through tunnels under a street that runs by the Illinois Institute of Technology's Kent College of Law (above) to

try to relieve water pressure in some of the tunnels. The law school canceled classes on the day of the flood. DePaul University canceled classes for a week after sub-basements in two of the university's downtown classroom buildings were flooded.

## Rare bee may prompt relocation of lab

RIVERSIDE, CAL.—A rare species of bee discovered on the planned site of a federal research laboratory at the University of California here could force the lab to be moved to another location. The move could add \$1-million to the project's cost.

University scientists plan to search for other Riverside County habitats of the bee, known as *Holcoposthes rufae*. The bee was discovered by a retired professor of biology at the university. It is not listed by federal or state agencies as an endangered or threatened species, but the bee and its

## Violence at party leads to 2 deaths

LOS ANGELES—An annual picnic at a suburban city park sponsored by an organization of black fraternity and sorority members erupted in gunfire earlier this month, leaving two people dead and four others wounded. One of the wounded was a student at the University of California here.

A group of uninvited young people touched off the incident when they became involved in an altercation and started shooting. Some of the fraternity members returned the fire, police said.

The picnic was held by the UCLA chapter of the National Pan-Hellenic Council, an organization of black fraternities and sororities.

A statement was incorrectly attributed in "Quote, Unquote" (*The Chronicle*, April 15). It was Michael M. Crow, associate vice-provost for science at Columbia University, who said of Congressional earmarks: "It's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage."

## Law students apologize for parody of professor

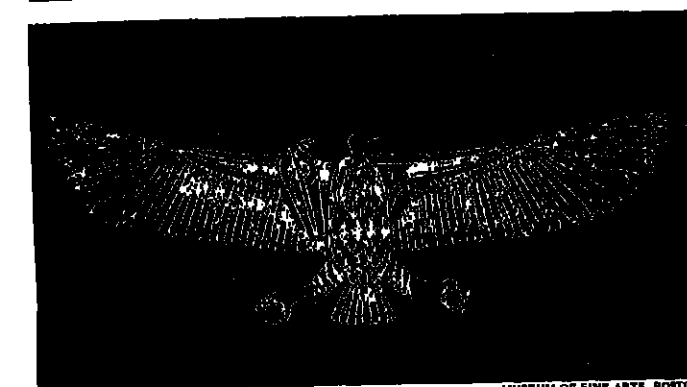
CAMBRIDGE, MASS.—The publishers and authors of a spoof of *The Harvard Law Review* have apologized for parodying the feminist writings of a scholar who was stabbed to death a year ago.

The parody mocks the legal arguments of the late Mary Joe Frug, who was a professor at the New England School of Law. It is called "He-Manifesto of Post-Mortem Legal Feminism," and is signed "Mary Doe, Rigor-Mortis Professor of Law." The article

appeared in *The Harvard Law Review*, an annual spoof published by students who work on the law journal. Robert Clark, dean of the law school, called the piece "hurtful and insensitive." A group of law professors called it "contemptible and cruel."

Two law students distributed a letter saying they wrote the parody and apologizing for it.

The *Review* will appoint a task force on women's issues and will not publish a spoof issue next year, said Emily Schulman, president of the publication. She said the publication would give the money it typically spends on production of the spoof to a charity.



MUSEUM OF FINE ARTS, BOSTON

## College settles dispute over ancient ornament

BOSTON, PA.—Lafayette College and the Museum of Fine Arts in Boston have settled a dispute over who owns an ancient Egyptian tomb ornament.

The museum will keep the artifact (above), known as a pectoral, and will pay an undisclosed fee to the college. The pectoral is believed to have decorated a royal sarcophagus 3,600 years ago. The item was stolen from Lafayette,

where it had been in storage, in the late 1970's.

The theft was not discovered for 10 years. In 1981 the museum bought the piece from Sotheby's auction house.

When Lafayette officials learned of the sale, they sued the museum for the return of the object. Lafayette has sued a former employee in connection with the theft.



JOHN FOLEY, THE MIAMI STREET

## Posters detailing sexual assault bring backlash

OXFORD, OHIO—A display of more than 250 posters at Miami University that was intended to raise awareness of sexual harassment instead may have caused an assault.

A female student was threatened with rape and death by a man who said he was angered by the display on the campus of posters (above) that contained women's personal accounts of sexual

harassment. The man, who has not been apprehended, is believed to be a student, a public-safety official at the university said.

The posters also sparked controversy because one of the women accused an unnamed professor in the economics department of harassment. Faculty members said the charges were unsubstantiated and should not have been made public.

## PORTRAIT

## Into the 'Gold Mine' of Russia's Weapons Labs

By DEBRA E. BLUM

COLUMBIA, MO. The Russians rolled out the red carpet for Mark A. Prelas where most people have not been allowed even to walk for 50 years. They gave the professor of nuclear engineering at the University of Missouri here unprecedented tours of top-secret weapons laboratories. They fed him Russian delicacies.

The professor, in return, offered advice. He also invited American scientists and entrepreneurs to return with him to Russia next month for a conference he has planned to help Russian scientists make contact with researchers and businesses in the West.

"There is a gold mine of technology behind those doors that have been closed for so long," Mr. Prelas says. "Now they are opening."

## Establishing Contacts

Mr. Prelas, one of his former graduate students who is now the president of a private research firm, and a German scientist were the first Western researchers invited to see the workings of the Soviet atomic-energy program. The purpose of the trip was to establish contacts between scientists in the East and the West and to advise the Russians on how to transform their research and development efforts to focus on commercial rather than military technology.

Other American scientists have been working with Russian researchers, and some U.S. companies are paying scientists there to conduct research. But Mr. Prelas believes he was invited to visit the weapons labs because he is one of 10 or 15 American scientists who specialize in ion-driven lasers—a field that greatly interested the Soviet military.

For 11 days Mr. Prelas's group was whisked by limousine and chartered jet over 6,000 miles of the Russian Republic. Accompanied by an entourage of Russian officials and scientists, the visitors were given receptions, honors, and banquets—featuring vodka, caviar, and other items that are nearly impossible for the average Russian to obtain.

Carrying passports with special security clearances, they were given tours of weapons laboratories in the town of Obninsk and in two cities, known only by their postal designations—Chelyabinsk-70 and Arzamas-16. Those are two of the 10 or so self-sustaining, closed cities created by the Soviet government in the 1940's to house laboratories for the development of nuclear weapons. Surrounded by barbed wire and guarded gates, the cities are still off-limits not only to Westerners but also to Soviet citizens without special passes.

At one of the laboratories, Mr. Prelas says, the group was addressed by Yuliy Khariton, who is considered to be one of the founders of the Soviet atomic program. The scientist talked to them for 90 minutes about the program's history and achievements.

"I was furiously taking notes because this was completely unprecedented," Mr. Prelas says. "No



JEFF ROBERTSON FOR THE CHRONICLE

Mark A. Prelas: "We were overwhelmed by the level of sophistication and capabilities the Russians had reached in certain fields."

high-ranking scientist has ever talked so candidly and in such detail about the Soviet atomic program to outsiders."

The tours of the weapons laboratories were unprecedented, as well, he says. "We knew we were making history, but that wasn't what was on our minds," Mr. Prelas says. "We were overwhelmed by the level of sophistication and capabilities the Russians had reached in certain fields."

## Advanced Materials Science

He thinks, for example, that in the field of materials science, the Russians probably created some of the most advanced technology in the world. Scientists there could weld practically any kind of ceramic.

**"No high-ranking scientist has ever talked so candidly and in such detail about the Soviet atomic program to outsiders."**

ic material to any kind of metal—an area in which the Russians are far ahead of Western scientists, he says.

The technology could be applied to the automobile and aircraft industries and could be useful in designing surgical instruments, Mr. Prelas says.

Since the break-up of the Soviet Union, the Bush Administration has pledged financial assistance and technical support to help dis-

mantle the Soviet nuclear arsenal and to transfer technology there to non-military applications. But delays in approving projects and purchase agreements have slowed those plans.

Mr. Prelas wonders whether the delays are due to foot-dragging by policy makers who may be reluctant to shore up the Russian defense establishment. He also questions the efficacy of such well-meaning projects as a plan to spend \$25-million to establish an institute in Moscow for Russian weapons scientists.

"The facilities and institutions already in existence are more than adequate to keep scientists busy and productive," Mr. Prelas says. "It would be cheaper and more directly helpful to give aid to the researchers in their own laboratories."

## A Two-Way Street

The professor's trip to advise the Russians was a boon for him, as well. He says he was able to plan a joint research project in laser physics with a Russian scientist, and he brought back useful information for his students. In an undergraduate course he is teaching this semester called Energy Resources, for example, Mr. Prelas lectured about the advances the Russian scientists had made in developing nuclear-driven laser systems. The systems could be used in everything from chemical manufacturing to space-based communication, he says.

"Telling my students about what I saw gives them new ideas and processes to think about," he says. "I'm exposing them to some concepts that are a step ahead of what researchers here are looking at."

## Scholarship

Harvard University Press has a hit on its hands with Toni Morrison's "Playing in the Dark: Whiteness and the Literary Imagination."

Most of the scholarly books Harvard releases have a press run of only 1,500 copies, but some 25,000 copies of Ms. Morrison's book are now in print, and more are anticipated. All that before the official publication on May 15.

"When we have something that goes into 25,000 copies, it's a really big cultural event, not just a publishing event," says Aldin Donald, the press's editor in chief.

"Playing in the Dark" is based on three lectures Ms. Morrison gave at Harvard last year, the William B. Massey, Sr., lectures on the history of American civilization. She also draws on a course she teaches in American literature at Princeton University, where she is a professor of humanities. (A precedent for Ms. Morrison's book: The first Massey lecturer was Eudora Welty, whose lectures were adapted into *One Writer's Beginnings*, a 1984 best seller for the press.)

Ms. Morrison argues that many central themes of American literature—individualism, innocence, and masculinity, for example—are shaped by what she terms an "Africanist presence." The book is part of a one-two literary punch by the Pulitzer Prize-winning author: Alfred A. Knopf this month is releasing Ms. Morrison's novel *Jazz*.

Besides being a high-profile release for the Harvard press, *Playing in the Dark* is unusual for featuring a striking black-and-white photograph of Ms. Morrison on the cover. Says Ms. Donald: "It's probably the only time in the press's history that we put a picture of the author on the cover."

The Stanford University Press won't be getting the ax after all.

After being eyed for possible elimination in recent budget discussions, the press has been given a reprieve. But Stanford's provost told the press that its \$450,000 subsidy would be slashed by \$200,000.

Looking for new sources of revenue, Grant Barnes, the press's director, has proposed a commercial venture with Consulting Psychologists Press, a test publisher based in Palo Alto. Under an imprint called Stanford Publishing, the publishers would collaborate on textbooks, professional books, and electronic ventures. The project, which would not be subject to the usual scholarly reviews, could yield a "significant" profit in three years, Mr. Barnes says.

Stanford administrators are still mulling over the proposal. But it's either that or cut expenses—and quality—dramatically, says Mr. Barnes. "Given the necessity to reduce the budget and not being allowed to do our own fund raising, what else can we do?" he asks.



Michael Kazin of American University: "The important question ... is, Does the intense analysis of language help us communicate in intense ways with anyone else?"

## Debate Among Historians Signals Waning Influence of 'Discourse Theory' Outside Literary Studies

Criticism that began among conservative scholars is now growing among those on the left

By KAREN J. WINKLER

CHICAGO The influence of literary theory outside the field of literary studies may be on the wane, if debate at the recent annual meeting of the Organization of American Historians is any indication.

In recent years, a growing number of scholars in the humanities have turned to self-styled "discourse theories" to help analyze history and society.

Sometimes grouped together under the name of "poststructuralism," the theories generally hold that language and knowledge are slippery, and that words and cultural texts rarely mean what they seem to mean.

The first attack on the approach came from conservative scholars, who criticized it as nihilistic, esoteric, and destructive of the values of Western civilization.

### 'A Theoretical Cover'

Now, at least in the field of history, a new wave of criticism is developing on the left. But the speakers at the meeting who attacked the use of literary theory in history and those who defended it were willing to concede a middle position: that linguistic analyses could help leftist scholarship, if scholars avoided taking them to extremes.

Bryan D. Palmer, a professor of history at Queen's University in Canada, said his criticism of poststructuralism was "coming from a position of historical materialism"—the Marxist theory that ideas and institutions are influenced by society's economic base. In his 1990 book, *Discourse into, Discourse: The Reification of Lan-*

guage and the Writing of Social History (Temple University Press), Mr. Palmer criticized historians for adopting theories that focus on language and play down the influence of class and economics.

Many historians, he said at the meeting, have long been "hostile to historical materialism and to class as a subject of study."

"Now," he added, "they have a theoretical cover for their hostility in discourse theory."

Moreover, historians concerned with esoteric studies of language too often remain silent about real social problems, Mr. Palmer said. "Too many poststructuralists

**"The problem is that discourse theorists see their theory as the only solution to understanding history. There is nothing to be gained by claiming that everything is discourse."**

have adapted too easily to the silence of the left in today's political times," he said.

Nevertheless, Mr. Palmer conceded, "historians can gain something from reading discourse theory." For example, he said, linguistic theories have helped focus historians' attention on the way society conceptualizes such issues as gender, race, and colonialism.

"The problem is that discourse theorists see their theory as the only solution to un-

derstanding history," Mr. Palmer said. "There is nothing to be gained by claiming that everything is discourse."

John Patrick Diggins, a professor of history at the City University of New York's Graduate Center, was also critical of the application of linguistic theories in historical research. Historians, he said, use such theories "to tear things down, but not to build anything up."

### 'Hooked' on European Theories

In his new book, *The Rise and Fall of the American Left* (W. W. Norton and Company), Mr. Diggins charges that the American left has become "hooked on European postmodern theories" that play down ideas derived from the Enlightenment, such as the conception of freedom, and the way those ideas motivate people to change society.

"My position," he writes in the book, "is to the right of the Left and to the left of the Right."

At the meeting here, Mr. Diggins said feminist scholars and labor historians, for example, had looked at the way language excludes and marginalizes the concerns of women and the working class in historical texts. "But what they leave out is appalling," he added.

What is left out is attention to historical facts that are more than just linguistic constructions, Mr. Diggins said.

He also criticized social historians for "refashioning the past to meet the requirements of the present." For example, labor historians who use literary techniques to analyze the language of the working class overemphasize class consciousness and

working-class solidarity in the 19th century, he said.

Some historians here, however, came to the defense of discourse theories.

"The complaint seems to be that the demise of the left and radical politics is somehow connected to this flaky theory," said Nancy Isenberg, a postdoctoral fellow at the College of William and Mary. "As a feminist scholar and a historian, I believe that the debates stimulated by discourse theory have not only given us useful insights, but have also served political purposes."

"It's become quite popular recently to ridicule poststructuralists and to harangue discourse radicals," she said. "But most of the critics blur together different theories and political agendas."

### 'Anti-Humanistic Tendency'

While critics have maintained that poststructuralism's "skeptical epistemology" denies any historical reality beyond language, Ms. Isenberg said, theories of language have made historians "aware of how narration helps construct reality."

"Poststructuralism focuses on why certain things become important, rather than always having been important," she said.

For example, discourse theory has helped feminist historians analyze "the way identity is not just a personal construction, but is constructed by social institutions," she said.

"That is a public act that serves public and political functions."

Ms. Isenberg did acknowledge a growing division among feminists over the validity of poststructural theory. "Much of the feminist hostility to poststructuralism," she argued, "has focused on its anti-humanistic tendency to deny self-determination."

While she conceded that historians do need to explore further the question of whether women are victims of language and society or are actors who determine their own lives, she said that issue went far beyond debates over discourse theory.

"That is a large dichotomy within women's studies that is not yet resolved," she said.

Michael Kazin, an associate professor of history at the American University, defended the use of discourse theory by Marxist and social historians.

### 'Clouded in Jargon'

While Mr. Kazin acknowledged that "much of poststructuralism has been self-indulgent, ingrown, and clouded in jargon," he added that "most historians have avoided those traps."

For example, labor historians who study the working class have used poststructuralist theories selectively, to analyze such topics as the way class battles are reflected in debates over the meaning of patriotism, he said.

He cautioned, however, that historians needed to make an effort "to study discourse in a more concrete setting—to study the institutions in which discourse goes on."

Such studies, he said, "might look at the way the media create certain kinds of messages."

Mr. Kazin also warned "linguistic historians" to avoid esoteric discussions of theory. "The important question about dis-

Continued on Page A10

## Federal Panel Recommends Closing Stanford Accelerators if Energy Dept. Physics Budget Fails to Match Inflation

By KIM A. McDONALD

WASHINGTON

A scientific-advisory panel last week recommended that all of the accelerators at the Stanford Linear Accelerator Center be shut down in fiscal 1995 if support for the Department of Energy's high-energy-physics programs fails to keep pace with inflation.

The recommendation, which would force hundreds of scientists to be laid off at the Stanford University center, came as a surprise to researchers who had been seeking approval to build a new electron collider there (*The Chronicle*, April 15). It was one of several proposals by the High Energy Physics Advisory Panel to meet what many physicists fear will be a series of lean budgets for their field as the department continues its construction of the Superconducting Supercollider.

In a report outlining its vision of the future shape of the nation's particle-physics program, the panel reaffirmed as its highest priority its commitment to the supercollider, an \$8.25-billion proton collider being built near Dallas.

But the panel acknowledged that maintaining the diversity and vitality of the field would be difficult if support for high-energy physics, excluding the supercollider, does not rise above the level of inflation.

Nearly \$8-billion will be needed by the Energy Department to complete the supercollider by 1999.

"Certainly if you're going to start things, you're going to have to turn things off," said Michael S. Witherell, a physics professor at the University of California at Santa Barbara who chaired a subpanel of the advisory group that produced the report.

### 'Utter Disaster'

That prospect, however, angered many directors of national laboratories who had long given their backing to the supercollider, but now find that their own budgets may be trimmed to pay for its construction and operation.

"My calculations show that somewhat more than 50 per cent of the base program of the national laboratories will end up in the SSC by the year 2000," said John Peoples, Jr., director of the Fermi National Accelerator Laboratory in Batavia, Ill.

By the end of the decade, he told a meeting of the panel, the diversion of funds to the supercollider will not only reduce the diversity of programs in the field, but lead to "utter disaster" for the national laboratories. "The entire burden falls on the laboratories," he said.

Burton Richter, the Nobel Prize-win-

ning director of the Stanford center, said Stanford's plans to upgrade its electron-colliding accelerator would make it the only program in the United States that could complement the supercollider's proton-colliding capabilities. Proton collisions provide very different information to physicists about the interaction of fundamental matter and forces in the universe than do electron collisions.

As a result, Mr. Richter warned that the panel's proposal to shut down Stanford's accelerators would "lead to an unbalanced U.S. high-energy physics program and greatly diminish its vitality."

### 'Layoffs in the Hundreds'

Another physicist at Stanford familiar with the panel's recommendation said it would create "a very different laboratory" from the particle-physics-research center that now exists, one in which scientists would do much of their experimental work elsewhere. It would force major cuts in its annual operating budget of \$140-million and its staff of 1,300 employees. "We're certainly talking about layoffs in the hundreds," he said.

The panel, however, agreed to grant Mr. Richter's controversial request to finance the construction of a \$200-million electron

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The linear accelerator and electron colliders at the Stanford Linear Accelerator Center would be shut down in fiscal 1995, under a proposal by a Department of Energy advisory panel.



Chemically treated beads could be used to clean up oil spills at a fraction of the current cost, two researchers say.

Adam Heller and James R. Brock, both professors of chemical engineering at the University of Texas at Austin, say they have treated commercially available glass beads with titanium oxide, a non-toxic chemical used as a pigment in many white paints. The hollow beads float and could be scattered on oil spills to clean them up, the researchers say.

The scientists are developing two types of beads, but both use the same principle.

The beads use sunlight to stimulate a chemical reaction that mixes oxygen with the oil so that it dissolves in water. The dissolved oil can then be digested by microbes already in the water.

One type of bead would begin immediately to dissolve oil, while the other would collect the oil in clumps before oxidizing it. The second type would be used on an oil spill that posed an immediate threat to beaches or marine life.

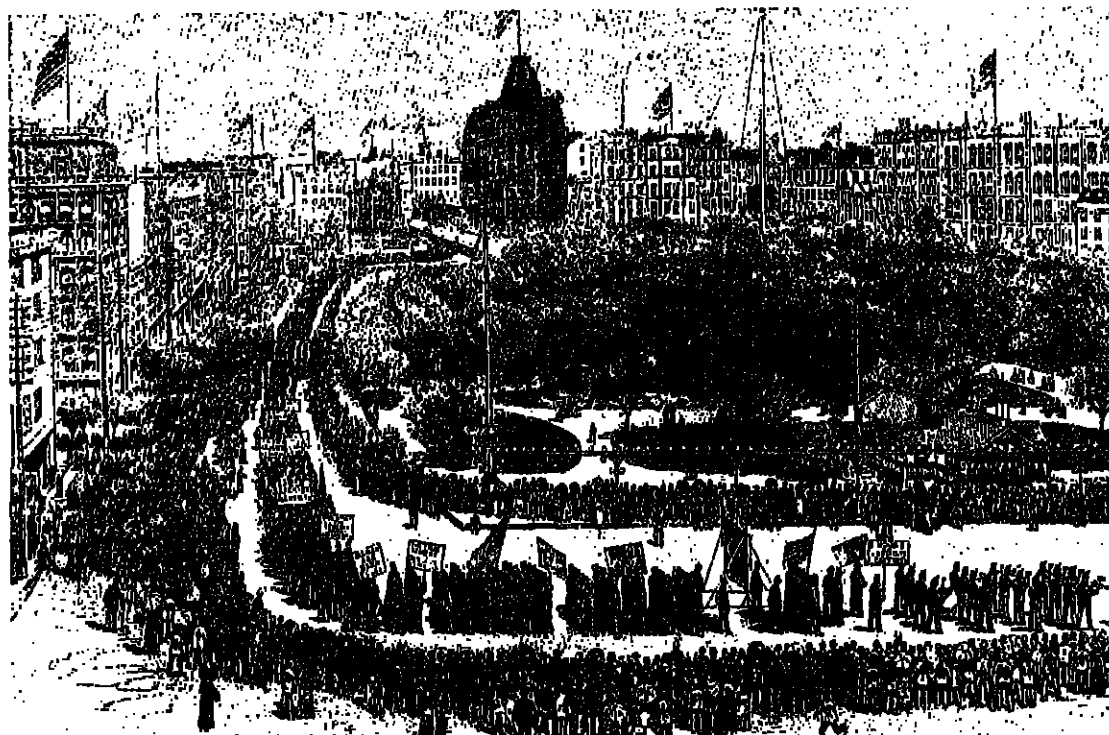
The two scientists say that the "microbeads" could have cleaned up the 1989 Exxon Valdez oil spill for \$75-million. Exxon has said its cleanup costs for that spill were \$2-billion in 1990.

Mr. Heller described the research at the annual meeting of the American Chemical Society this month. —DAVID L. WHEELER

The evolution of the Labor Day holiday in the United States reflects the labor movement's history of conflict and accommodation, two historians argue in the current (March) issue

## RESEARCH NOTES

- Researchers develop cheaper method of cleaning oil spills
- Labor Day's evolution said to reflect labor movement's history
- Astronomers finish building largest ground-based telescope



The first Labor Day parade was held in New York on September 5, 1882, as a show of labor's strength and a warning to politicians.

of *The Journal of American History*.

In the scholarly debate over the history of organized labor, say Michael Kazin of the American University and Steven J. Ross of the University of Southern California, some historians have seen a steady decline in labor's "oppositional traditions," while others have per-

ceived a continuing resistance to establishment values.

The authors argue that organized labor's use of Labor Day celebrations suggests that the reality lies between those poles, encompassing both "resistance and retreat."

Labor Day was first celebrated in New York, on September 5, 1882, when the Central Labor Un-

ion organized a massive street demonstration, in the form of a parade, as a show of labor's strength and a warning to politicians against favoring corporate interests. The parade was followed by an enormous picnic. By the end of the decade more than 400 cities were sponsoring Labor Day observances.

In the 110 years since that first

observance, the authors say, rank-and-file workers' interest in taking part in such events has ebbed and flowed. Since the turn of the century, once the holiday took hold, it has often been treated as just another American holiday. In some periods, however—such as the 1930's, with the rise of the Congress of Industrial Organizations, among other things—the participation of workers in Labor Day activities has been both massive and militant. —ELLEN K. COUGHLIN

Astronomers at the University of California and the California Institute of Technology last week completed the construction of the world's largest ground-based telescope—an instrument with a mirror 10 meters in diameter.

The W. M. Keck telescope, located on Mauna Kea, a dormant volcano on Hawaii, will enable astronomers to peer at distant stars with a device that possesses four times as much power as the 200-inch Hale telescope, located on Mount Palomar in California.

Workers last week lowered the last piece of its giant mirror, which is composed of 36 half-ton hexagonal segments. The telescope has been designed with electronic sensors that constantly monitor the position of each segment. The sensors then relay the information to computer-controlled devices that can move the segments less than a millionth of an inch to produce a perfectly smooth mirror surface.

The observatory has been built and will be operated by the California Association for Research in Astronomy, a partnership of Caltech and the University of California system. —KIM A. McDONALD

## Land-Grant Universities Urged to Broaden Research Beyond Traditional Agricultural Mission

By DAVID L. WHEELER  
IRVINE, CAL.

Scientists and research administrators are calling on land-grant universities to move beyond their agricultural past and broaden their research agenda.

Many of the calls for change are coming from the land-grant universities themselves, which are struggling to cope with state budget cuts, federal funding that is not expected to increase in the next decade, and the changing demographics of rural America.

The federal government started land-grant universities in 1862 with gifts of land and the expectation that the universities would educate a predominantly agricultural work force.

"Land-grant universities were created largely over a concern about rural America," said Karl N. Stauber, vice-president for programs at the Northwest Area Foundation, which promotes rural economic development from its headquarters in St. Paul. "The United States the land-grant universities were created to aid and assist no longer exists."

In a meeting sponsored here this month by the Board on Agriculture of the National Research Council, agricultural researchers, biologists, and social scientists discussed how land-grant universities could prepare for the future. The research council is the operating

agency of the National Academy of Sciences.

At the Board on Agriculture meeting, the heads of 52 scientific societies suggested ways in which land-grant universities could reshape their mission. Scientists and other speakers suggested that the institutions could:

- Set up interdisciplinary research teams to tackle problems identified by towns, counties, and cities. Such an approach is already being used at a few land-grant universities, including Iowa State and Cornell.

- Move from a model of "industrial agriculture," which measures productivity chiefly by profits, to a model of "ecological agriculture," which would take broader environmental and consumer concerns into account.

- Shift from a focus on serving farmers to a broader mission of serving American consumers. "Our clientele is 250 million people," said David L. Brown, chairman of the rural sociology department at Cornell University. "We're helping to feed these people."

- Use their research capacity to help citizens of other countries, particularly in rural areas of developing nations.

When the land-grant universities were formed, Mr. Stauber said, about 75 per cent of American workers made their living in agri-

culture. Now, after more than a century of increased mechanization on the country's farms, a mere 2 per cent of the population performs agricultural work. The American population, particularly the voters, has moved into suburban areas, where land-grant uni-

**"Land-grant universities were created largely over a concern about rural America." The country they were intended for "no longer exists."**

versities are facing competition from community colleges that are offering continuing-education and community-service programs.

Land-grant universities are also facing dramatic shifts in their sources of financial support.

Administrators of the land grants have traditionally relied heavily on federal "formula funds" and state appropriations. But formula funds, which allocate money according to an equation that does not take the quality of research at each institution into account, are not expected to grow in the future because many members of Congress view them as an outmoded way of distributing agricultural-research support. Sci-

entists at land-grant universities now have to compete with other federal and university researchers for peer-reviewed grants supported by the Department of Agriculture.

At the state level, land-grant universities have suffered from the same budget cuts with which all public universities have had to cope. Particularly hard hit have been land-grant extension services, which were set up early in this century to help farmers with advice based on the latest research.

### A Target for Future Cuts

In some states, the extension services have expanded their mission to help consumers, new immigrants, and inner-city residents, but they are still considered a likely target for future federal cuts, which would compound the damage already done at the state level. In Georgia, for example, about 100 of the state's 500 county extension agents were eliminated last year.

The university-managed county extension agents are being criticized locally for losing touch with farmers and 4-H Clubs and are being attacked at the federal level for being too narrowly focused on agriculture. "We're probably the most confused creature in the land-grant system right now," said Hal E. Tatum, president of the National Association of County Agricultural Agents.

Some of the land-grant universi-

ties hope to revitalize their public-service tradition with interdisciplinary research teams that would link faculty members in colleges of agriculture with those in schools of business, engineering, law, and medicine. But administrators say they face formidable barriers in trying to set up such efforts.

C. Eugene Allen, vice-president of the University of Minnesota's Institute of Agriculture, Forestry, and Home Economics, said interdisciplinary research teams were slower to produce results than single-discipline teams, even though the results of interdisciplinary research might ultimately be more important to society. Interdisciplinary teams, he said, have to spend time learning to work together and defining common terms. For younger faculty members seeking publication and tenure, those slow starts can damage careers, Mr. Allen said.

Sometimes administrators must overcome outright hostility among researchers in different disciplines. The Northwest Area Foundation's Mr. Stauber said that in his visits to land-grant universities he had heard economists call agronomists "dirt clods" and ecologists refer to agricultural economists as "the bastard children of Adam Smith."

"When you do this," he said, "you degrade your own institution and diminish the value of important intellectual pursuits."

## Scholarship

## Panel Suggests Closing Accelerators if Energy Budget Trails Inflation

Continued From Page A7

collider, called a B-factory, from the Stanford center's annual operating budget if funds for the department's high-energy-physics program at least match the rate of inflation.

The panel said the construction could start as early as fiscal 1994 if funds for high-energy physics showed a modest increase above inflation. If they only matched the inflation rate, it added, the project could move forward in fiscal 1997.

Mr. Richter had proposed building the B-factory—a facility that would produce large amounts of a subatomic particle called the B-meson—by upgrading a 12-year-old electron collider at the Stanford center. He said he would finance the project by diverting a quarter of the center's annual \$140-million operating budget from fiscal years 1994 to 1998 to construction.

While such a move would force Mr. Richter to operate Stanford's linear accelerator for only six months of the year and significantly reduce the center's program of experiments, it would provide the center with a new instrument with which to maintain its scientific vitality.

Some scientists at the meeting complained that moving forward with Mr. Richter's proposal would preclude consideration of a \$116-million plan to build a similar B-factory by upgrading an electron collider at Cornell University. That proposal, which had been submitted to the National Science Foundation this year, is on hold because science-foundation officials say they cannot finance such a project until at least fiscal 1997.

### Uneven Treatment Seen

Karl Berkelman, director of Cornell's laboratory of nuclear studies, told the meeting that he was disappointed by the uneven treatment of the two B-factory proposals in the panel's report. But in an interview, he said he doubted that the Energy Department would be able to move forward with Mr. Richter's plan in the next several years because of budget constraints. That could give the science foundation enough time to consider Cornell's competing proposal, he said.

Mr. Richter also agreed in an interview that modest growth in the Energy Department's programs above inflation was unlikely.

If support grows by at least 2.5 per cent above the inflation rate, the panel recommended the completion of a \$200-million upgrade to the main injector of the proton collider at Fermilab by fiscal 1996 and the completion of Stanford's B-factory by fiscal 1997.

In the more likely scenario, in which funds for high-energy-physics programs would only match inflation, the panel recommended completion of the Fermilab main injector one year later and the completion of the B-factory two years later. But other programs would be hit harder.

Over the objections of Mr. Richter, for example, the panel proposed that the particle-physics program at the Stanford linear collider be terminated by the end of fiscal

1993, even though the construction of the B-factory would be delayed. It also recommended terminating all high-energy physics experiments at the alternating gradient synchrotron at the Brookhaven National Laboratory in Upton, N.Y. by fiscal 1997, and reducing the research program at Fermilab.

### UCLA Proposal Rejected

The panel also rejected a proposal by the University of California at Los Angeles to build an accelerator to produce phi-mesons. It also said proposals by the Los Alamos, Lawrence Livermore, and Oak Ridge National Laboratories to establish high-energy physics groups

should be denied "due to present fiscal pressures on the program."

Some physicists at the meeting expressed unhappiness with the panel's exercise, which will be used by the Energy Department to craft its budget requests for high-energy physics over the next five years. They complained that the structured plan the panel developed will prevent the kind of flexibility that is needed to pursue new discoveries.

"What you're telling us is that there will be no discoveries over the next five years and that you can make a coherent plan," said Melvin Schwartz, a Nobel Prize-winning physicist who is the associate

director for high-energy physics and nuclear physics at Brookhaven. "But I should hope there will be new discoveries."

Said Mr. Peoples of Fermilab: "We are eliminating in these budgets the opportunity to surprise ourselves, and that's where the science is proceeding."

### Some Scientists Are Irritated

Energy Department officials said they would reserve \$144-million of the high-energy-physics budget through fiscal 1999 to support the research of scientists who are hired to work at the Superconducting Supercollider Laboratory in Dallas. In addition, they said that half

of the agency's budget for high-energy physics after that date would be reserved for work at the supercollider.

Those commitments, which limited the number of new projects the panel could consider, are increasingly irritating to many high-energy physicists. Some laboratory directors complained outside the meeting that the two large detector experiments at the supercollider would have annual budgets greater than many national laboratories. Mr. Richter also noted that "a growing cadre" of younger high-energy physicists were becoming turned off by the impersonal nature and bureaucracy of large-scale experiments, such as those at the supercollider, and were looking to work on smaller projects.

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## Debate Suggests Waning Influence of Literary Theory

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course theory is. Does the intense analysis of language help us communicate in intense ways with anyone else?" he said.

Linda Gordon, a professor of history at the University of Wisconsin at Madison, situated herself between the critics and the defenders of discourse theory.

On one hand, Ms. Gordon objected to "strong claims made by poststructuralists," such as those who hold that all historical phenomena, from warfare to racial and class distinctions to the biological differences between the sexes, are merely linguistic constructions.

"Practically, that kind of strong poststructuralism is impossible in history," Ms. Gordon said. "You simply can't argue that the deaths in World War I were just discursive."

### "The Left Is Changing"

On the other hand, she added, "some critics are attacking poststructuralism far more wildly than is necessary."

"Most historians," she said, "are resistant to the strong claims of poststructuralism."

Moreover, Ms. Gordon said, "in its weak form, poststructuralism helps us see discursive shifts that change behaviors and attitudes. You don't have to believe that 90 per cent of Americans are members of the middle class to see the significance of the fact that so many call themselves middle class."

"Historians need to know that meanings are contested and the new terms can signal changed thinking."

She added that a good deal of the hostility to poststructuralism in history could be attributed to opposition to academic feminists, who sometimes use it in their research.

"There is an anti-feminist theme in a lot of these attacks," Ms. Gordon said. "To people like Bryan



Bryan D. Palmer of Queen's U.: "Too many poststructuralists have adapted too easily to the silence of the left in today's political times."

Palmer, the left should be concerned with class and Marxism, but I would argue that the left is changing, and feminism is a central part of its core."

Ms. Gordon also said that critics such as Mr. Palmer and Mr. Diggins, who blame discourse theories

for the rise of conservatism in America and for the political failures of the left, miss an important point.

Poststructuralists or not, Ms. Gordon said, "intellectuals are in a position of very substantial relevance today."

## Astronomers See Signs of Black Hole in Nearby Galaxy

A team of astronomers says it has found evidence at the center of a nearby galaxy of a black hole three million times as massive as the sun.

The astronomers, who released their findings at a news conference at the National Aeronautics and Space Administration here, said they had been able to infer the existence of the black hole from detailed images of the galaxy taken with the Hubble Space Telescope.

The images show that the stars in the elliptical galaxy are extremely concentrated at the nucleus, as if drawn inward by the gravitational force of a massive object.

The images show that the density of the stars increases steadily toward the center of the galaxy, said the team of astronomers, which includes Tod R.

Lauer of the National Optical Astronomy Observatories in Tucson, Ariz., and Sandra M. Faber of the University of California at Santa Cruz.

A black hole several million times as massive as the sun is the most likely object that could fit the characteristics they found in the images, the astronomers said.

The galaxy—which is known as M32—in which the purported black hole is located is 2.3 million light-years from Earth and is one of the closest neighbors to the Milky Way galaxy.

The astronomers said M32 had been thought since 1987 to be one of the best candidates for a galaxy with a massive black hole, but that ground-based telescopes were incapable of adequately resolving the structure of its inner core.

The space-telescope images

show that the density of stars at the core of M32 "may be more than 100 million times greater than the distribution of stars in the neighborhood of our own sun," Mr. Lauer said.

"A visitor to a planet at the center of M32 would see a starry night sky so saturated with stars that their combined light would be brighter than 100 full moons," he said. "The night would never get darker than mid-twilight on the earth, and one could even read a newspaper by starlight."

The space telescope had previously uncovered evidence of a black hole in another galaxy, known as M87, that is 20 times farther from Earth than M32. However, the black hole within M32 is thought by scientists to be one-one thousandth as small as that within M87.

—KIM A. McDONALD

## Guggenheim Fund Awards Fellowships to 149 Artists, Scholars, and Scientists

NEW YORK The John Simon Guggenheim Memorial Foundation has awarded fellowships worth a total of \$3.9-million to 149 artists, scholars, and scientists. The fellows were chosen from among 3,162 applicants.

"on the basis of unusually distinguished achievement in the past and exceptional promise for future accomplishment."

Following is a list of the winners, their institutional affiliations, and their proposed studies.

Héctor D. Abruna, professor of chemistry, Cornell U.; structural studies of electrochemical interfaces.

James S. Ackerman, art historian, New York; professor emeritus of fine arts, Harvard U.; a study of classicism.

Paul Alpert, professor of English and comparative literature and director of the center for the humanities, U. of California at Berkeley; a definition and literary history of pastoral.

Richard Argosch, composer, New York; music composition.

James Atlas, assistant editor, *The New York Times Magazine*; a biography of Saul Bellow.

Art Battery, video artist, New York; video art.

Rogina Bendix, folklorist, Portland, Ore.; postdoctoral fellow and lecturer in folklore, U. of Basel (Switzerland); the concept of authenticity in folklore studies.

Charles Berger, associate professor of English, U. of Utah; the centrality of Wallace Stevens.

Simone M. Berman, professor of mathematics, New York U.; stochastic models of immunological variables in HIV infection.

Mina J. Bissell, director of the division of cell and molecular biology, Lawrence Berkeley Laboratory of U. of California; the regulation of differentiated functions in tissue culture.

Jean-Paul Boudier, associate professor of architecture, U. of California at Berkeley; rural dwellings in Senegal.

Charles S. Bowyer, professor of astronomy, U. of California at Berkeley; studies in extreme ultraviolet astronomy.

Daniel Boyarin, professor of Talmudic culture, U. of California at Berkeley; rabbinic representations of the female body.

Richard W. Burkhardt, Jr., professor of history and director of the Campus Honors Program, U. of Illinois at Urbana-Champaign; the emergence of ethnology as a scientific discipline.

James B. Calfee, professor of chemistry and co-director of the Center for Process Analytical Chemistry, U. of Washington; the non-invasive spectroscopic monitoring of a bioprocess.

Ronald Calabrese, composer, New York; member of the faculty, Manhattan School of Music; music composition.

Im Cammichael, professor of geology and associate provost for research, U. of California at Berkeley; the geological connection of the Jalisco Block to the rest of Mexico.

Sudip Chakravarty, professor of physics, U. of California at Los Angeles; studies in the superconductivity of fullerenes.

Ray Chow, associate professor of comparative literature, U. of Minnesota; contemporary Chinese cinema.

Gale E. Christianson, professor of history, Indiana State U.; a biography of Edwin P. Hubble.

Anthony Clavess, playwright, Gambier, Ohio; play writing.

William A. Cramer, professor of biological sciences, Purdue U.; the crystallization of proteins from biological membranes.

Sebastian Currier, teaching fellow, Juilliard School of Music; member of the faculty in composition, Bowdoin Summer Music Festival, Bowdoin College; music composition.

Whitney Davis, associate professor of art history, Northwestern U.; art historians and their objects.

Teresa de Lauretis, professor of the history of consciousness, U. of California at Santa Cruz; a feminist re-evaluation of Freud's theory of sexuality.

Robert DeMaria, Jr., professor of English, Yeshiva College; Samuel Johnson's life of reading.

Judith P. Dunn, professor of human development, Pennsylvania State U.; children's family relationships and the development of social understanding.

Howard Elberg-Schwartz, assistant professor of religious studies, Stanford U.; Moses, masculinity, and monotheism.

Paul G. Falkowski, scientist in the Oceanographic and Atmospheric Sciences Divi-

sion, Brookhaven National Laboratory (Upton, N.Y.); adjunct professor in the Marine Sciences Research Center, State U. of New York at Stony Brook; the molecular ecology of carbon fixation in the ocean.

Janet Dean Fodor, professor of linguistics, Graduate Center of City U. of New York; phrase-structure grammar.

Walton Ford, artist, New York; painting.

Jerald Frampton, photographer and printer, New York; photography.

Douglas J. Futuyma, professor of ecology and evolution, State U. of New York at Stony Brook; model systems for the study of evolution.

Mario T. Garcia, professor of history and American studies and director of ethnic studies, Yale U.; Chicanos in Los Angeles, 1965-1975.

David Gauthier, professor of philosophy, U. of Pittsburgh; a study of rational commitment.

Janio Gelsner, theater artist, New York; a puppet-theater work.

John Gilson, composer, Princeton, N.J.; music composition.

Jill Giegerich, artist, Los Angeles; lecture in art, U. of California at Los Angeles; sculpture.

Jan Goldstein, professor of modern European history, U. of Chicago; psychology and selfhood in 19th-century France.

Guy Goodwin, artist, New York; adjunct instructor, Cooper Union for the Advancement of Science and Art; painting.

Thomas A. Green, professor of law and professor of history, U. of Michigan; the American criminal trial jury and concepts of freedom.

Neil Greenberg, artistic director, Dance by Neil Greenberg, New York; lecture in dance, State U. of New York College at Purchase; choreography.

Valerie D. Greenberg, associate professor of German, Tulane U.; Freud's readings on language.

Robert Grudin, professor of English, U. of Oregon; the nature of free thought.

Bruce Hajek, professor of electrical and computer engineering and research professor of coordinated science, U. of Illinois at Urbana-Champaign; stochastic algorithms.

Robert B. Hallack, professor of physics and astronomy, U. of Massachusetts at Amherst; studies in the low-temperature investigation of quantum fluids.

James Hankins, professor of history, Harvard U.; a biography of Leonard Paul Phillips; a history of mathematics, U. of Michigan; studies in algebraic combinatorics.

Jacqueline Hayden, photographer, Haverhill, Mass.; visiting assistant professor of film and photography, Hampshire College; photography.

Erie J. Heller, professor of chemistry and physics, U. of Washington; semiconducting methods applied to atomic and molecular processes.

Eve Hoffman, writer, New York; a journey through eastern Europe.

Sharon Horvath, artist, Bala Cynwyd, Pa.; painting.

Isabel V. Hull, professor of history, Cornell U.; sexuality and the state in Germany, 1700-1815.

T. R. Hummer, poet; associate professor of English and editor of *New England Review*, Middlebury College; poetry.

Udo Hühner, professor of English and comparative literature, U. of Toronto; a theory of irony.

Olaf Jen, writer, Cambridge, Mass.; fiction.

Flip Johnson, film animator, Boston; member of the faculty, School of the Museum of Fine Arts (Boston); adjunct associate professor of film, Boston U.; film animation.

Gregory Jurdan, associate professor of modern Greek, Ohio State U.; the construction of a modern Greek national culture.

Jeffrey Kallberg, associate professor of music and director of graduate studies in music, U. of Pennsylvania; historical discourses of gender in instrumental music, 1600-1848.

Jane Kenyon, poet, Danbury, N.H.; poetry.

Robert O. Keohane, professor of international peace, Harvard U.; U.S. compliance with international commitments, 1783-1990.

Brian Kitley, writer, Provincetown, Mass.; fiction.

Lewis Kline, film animator, New York; film animation.

Arthur Kleinman, professor of anthropology and psychology, Harvard Medical School and professor of anthropology, Harvard U.; social experiences of suffering.

Edward A. Krevitz, professor of neurobiology, Harvard Medical School; the only-

Continued on Page A12

## PRINCIPLES of SOUND RETIREMENT INVESTING



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## 149 Receive Guggenheim Fellowships

Continued From Page A10

of differences in messenger RNA between identified single neurons.  
**Suzanna Lacy**, performance artist, San Francisco; dean of the school of fine arts, California College of Arts and Crafts; performance artist.

**Beryl Ladoux**, artist, New York; adjunct member of the faculty, Sarah Lawrence College; sculpture.

**Erik Levine**, artist, Long Island City, N.Y.; sculpture.

**Victor Mahaffey**, associate professor of English, U. of Pennsylvania; the politics of representation.

**Norman Menon**, writer, New York; fellow of the International Academy for Scholarship and the Arts, Bard College; fiction.

**Elaine Marks**, professor of French and women's studies, U. of Wisconsin at Madison; the Jewish presence in French writing.

**Michael B. Mathews**, principal investigator in the Cancer Research Center and senior staff scientist, Cold Spring Harbor Laboratory; adjunct professor of microbiology, State U. of New York at Stony Brook; control of transcription by the AIDS virus.

**Robert D. Mathieu**, associate professor of astronomy, U. of Wisconsin at Madison; the evolution of accretion disks in the young binary environment.

**John J. McCarthy**, professor of linguistics, U. of Massachusetts at Amherst; prosodic morphology.

**Richard C. McCoy**, professor of English at Queens College and deputy executive officer of the Graduate Center, City U. of New York; the historical, cultural, and literary dimensions of England's succession crisis, 1598-1604.

**Richard B. Melrose**, professor of mathematics, Massachusetts Institute of Technology; analysis and geometry of manifolds with corners.

**Jane Menkan**, professor of social sciences and director of the Population Studies Center, U. of Pennsylvania; fertility and family structure in Bangladesh.

**Nina Menkes**, film maker, Los Angeles; lecturer in film, U. of Southern California; member of the faculty, California Institute of the Arts; film making.

**R. J. Dwayne Miller**, associate professor of chemistry and optics, U. of Rochester; optical studies of the proton switch for the visual response.

**Susan Mitchell**, poet; professor of creative writing, Florida Atlantic U.; member of the faculty, Vermont College; poetry.

**James Mobberley**, associate professor of music, U. of Missouri at Kansas City; composer in residence, Kansas City Symphony; music composition.

**E. William Monter**, professor of history, Northwestern U.; persecution in Renaissance France.

**Charles Moskos**, professor of sociology, Northwestern U.; race relations in the Army.

**Nancy D. Munn**, professor of anthropology, U. of Chicago; the cultural constitution of time and space in experience.

**John Newman**, artist, New York; sculpture.

**James Newton**, composer, Los Angeles; member of the faculty, California Institute of the Arts; music composition.

**Rob Nixon**, assistant professor of English and comparative literature, Columbia U.; the life and works of Nadine Gordimer.

**Michael North**, professor of English, U. of California at Los Angeles; race, dialect, and the emergence of modernism.

**Arto V. Nummikko**, professor of engineering and physics and director of the Center for Advanced Materials Research, Brown U.; optical investigations of semiconductor materials.

**Pat O'Neill**, film maker, Los Angeles; film making.

**Jan Ozenberg**, film maker, Brooklyn, N.Y.; film making.

**Carol A. Padgett**, associate professor of communication, U. of California at San Diego; the early lives of deaf children.

**Irma Paperno**, associate professor of Slavic languages and literatures, U. of California at Berkeley; suicide as a cultural institution in Russia.

**Jay Parini**, professor of English, Middlebury College; a biography of John Steinbeck.

**Glenn Peraza**, photographer, New York; photography.

**Ilya Piatetski-Shapiro**, professor of mathematics, Yale U.; professor of mathematics, Tel-Aviv U.; studies in automorphic forms.

**Daniel Pridon**, professor of modern languages, Yale U.; the allegorical text of desire in medieval French literature.

**Rena Pridale**, visiting artist, Parsons School of Design; sculpture.

**Richard Price**, visiting fellow in the center for historical studies, Yale U.; a comparative study of anthropological museum display in collaboration with Sally Price.

**Sally Price**, visiting lecturer of art and archaeology, Princeton U.; a comparative

study of anthropological museum display in collaboration with Richard Price.

**E. Anita Pridale**, writer, Vershire, Vt.; fiction.

**Thomas G. Rawski**, professor of economics and history, U. of Pittsburgh; reform and innovation in Chinese industry.

**Wayne A. Rebhorn**, professor of English, U. of Texas at Austin; the Renaissance discourse of rhetoric.

**Nancy Freeman Regalado**, professor of French, New York U.; the Paris Penitentiary of 1813.

**Donald Revell**, poet; associate professor of English, U. of Denver; poetry.

**Shelley Rice**, writer, New York; adjunct assistant professor of art history and photography, New York U.; member of the faculty, School of Visual Arts; photography in France and Hausmann's reconstruction of Paris.

**Curt Richter**, photographer, New York; instructor, International Center of Photography (New York); photography.

**Jeffrey C. Robinson**, professor of English, U. of Colorado at Boulder; sexuality and the poetry of Keats.

**Renato Rosaldo**, professor of anthropology, Stanford U.; cultural citizenship and educational democracy.

**Israel Rosenfield**, professor of history, John Jay College of City U. of New York; explanation and prediction in the neurosciences.

**Martin B. Ross**, associate professor of English language and literature, U. of Michigan; a cultural history of romance in Britain, 1760-1900.

**David H. Sachs**, associate professor of history and humanities, Reed College; monopoly and liberty in early modern England, 1558-1649.

**Scott R. Sanders**, professor of English, Indiana U.; essays on the sense of place.

**Luis Santa**, writer, New York; the idea of nationality.

**Menahem Schneizer**, professor of medieval Hebrew literature and Jewish bibliography, Jewish Theological Seminary of America; the Hebrew book and the Jewish mind.

**Thomas W. Schoener**, professor of zoology and environmental studies, U. of California at Davis; the ecology of small tropical islands.

**Mina Schor**, artist, New York; visiting member of the faculty, Sarah Lawrence College; co-editor, *MIDWINTERING*; painting.

**Thomas D. Seeley**, associate professor of animal behavior, Cornell U.; the collective intelligence of honey bees.

**Maurice Seiden**, film animator, Los Angeles; member of the faculty, California Institute of the Arts; film animation.

**H. A. Shapiro**, associate professor of humanities, Stevens Institute of Technology; a study of Athenian hero cults.

**Drew E. Shiffert**, artist, New York; sculpture.

**Ronald L. Shreve**, professor of geology and geophysics, U. of California at Los Angeles; the physics of sand and gravel transport by rivers.

**Imre Strenszky**, assistant professor of anthropology, U. of Connecticut; a social history of indigenous Andean ideologies.

**Debra L. Silverman**, associate professor of history, U. of California at Los Angeles; art, craft, and religion in the life and work of Vincent van Gogh.

**Paul F. Slattery**, professor of physics, U. of Rochester; direct photon studies and collider experimentation.

**Thomas P. Slaughter**, professor of history, Rutgers U.; the Bartrams and the American Enlightenment.

**Bonnie G. Smith**, professor of history, Rutgers U.; gender and the practice of scientific history, 1800-1940.

**Edward E. Smith**, professor of psychology, U. of Michigan; the cognitive neuroscience of categorization and reasoning.

**David M. Spear**, photographer, Madison, N.C.; photography.

**Elizabeth Spilner**, writer in residence, Goucher College; adjunct visiting associate professor of creative writing, Johns Hopkins U.; poetry.

**Robert G. Stacey**, associate professor of history and member of the Jewish studies faculty, U. of Washington; English Jews in the Middle Ages.

**Matthew Stadler**, writer, Seattle; fiction.

**Susan Strasser**, associate professor of history and American civilization and director of the University Honors Program, George Washington U.; a social history of household trash in the United States.

**Romey Stueckert**, artist, Hope, Idaho; painting.

**Reinhard Sullivan**, professor of English, U. of Toronto; a biography of Gwendolyn MacEwen.

**Luke Tierney**, professor of statistics, U. of Minnesota; studies in high-dimensional inference problems.

**Christopher Tighman**, writer, Cambridge, Mass.; instructor in writing, Emerson College; fiction.

**Mare Traub**, professor of architecture, U. of

California at Berkeley; modern landscape architecture in Europe, 1930-1955.  
**Douglas H. Turner**, professor of chemistry, U. of Rochester; model systems for predicting tertiary interactions in RNA.

**Mark Turner**, associate professor of English, U. of Maryland at College Park; the literary mind.

**Mary Ann Unger**, artist, New York; sculpture.

**James Webster**, professor of music, Cornell U.; the analysis of Mozart's operas.

**Ryan Weideman**, photographer, New York; photography.

**James B. White**, professor of law, professor of English, and adjunct professor of classical studies, U. of Michigan; the rhetorical constitution of authority.

**John P. Wikawa**, professor of physics, Vanderbilt U.; magnetic imaging of biological, superconducting, and structural systems.

**Richard Wilson**, composer; professor of music, Vassar College; music composition.

**Adam Zagajewski**, poet and writer, Courbevoie, France; visiting associate professor of creative writing, U. of Houston; poetry.

**John Zaller**, associate professor of political science, U. of California at Los Angeles; the role of information in electoral choice.

**Phillip B. Zarilli**, professor of theater and drama and of South Asian studies, U. of Wisconsin at Madison; emotional expression in the *Kathakali* theater of India.

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB  
 The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

## ANTHROPOLOGY

**Dingo Makes Us Human**, by Deborah Bird Rose (Cambridge University Press; 250 pages; \$49.95). An ethnographic study of the Yarrulain, an aboriginal people of the Victoria River Valley in Australia's Northern Territory.

## ART

**Artists Under Vichy: A Case of Prejudice and Persecution**, by Michele C. Cune (Princeton University Press; 300 pages; \$35). Examines conditions for artists in Nazi-occupied France; considers the different experiences of artists whose work was accepted, artists who were persecuted, and artists, in particular Picasso, whose status lay somewhere in-between.

**Color and Meaning: Practice and Theory in**

**Renaissance Painting**, by Marcia B. Hall (Cambridge University Press; 280 pages; \$40). Draws on art-conservation research in a study of paintings as both physical objects and cultural products; explores how color and technique combine in meaning in 20 Italian Renaissance paintings. **The Stained Glass Art of William de la Motte**, by Willem H. Clark (Syracuse University Press; 248 pages; \$49.95). Discusses the life and work of William de la Motte (1844), described here as the first gay stained-glass artist in America.

## CLASSICAL STUDIES

**The Subversive Oration of Andonides: Ideas, Ideology, and Ideological History**, by Anna Mitsiou (Cambridge University Press; 224 pages; \$54.95). Analyzes the ideological conflicts between the Athenian orator's perceptions and values and his audience in the Athenian Assembly; focuses on the reasons for the assembly's rejection of his proposals for peace with Sparta in 391.

## ECOLOGY

**Antarctic Birds: Ecological and Behavioral Approaches**, by David Freeland Pearce (University of Minnesota Press; 30 pages; \$39.95). Includes research on

## Scholarship

life in previously unexplored areas of the Palmer Archipelago. **Assessments and Decisions: A Study of Information Gathering by Hermit Crabs**, by R. Elwood and S. Neil (Chapman & Hall; 200 pages; \$69.95). Uses hermit crabs as an experimental model to examine how animals evaluate their environment when gathering food or trying to find a place to roost or nest.

## ECONOMICS

**A History of Modern Economics, Volume II: 1929-1980**, by M. C. Howard and J. E. King (Princeton University Press; 396 pages; \$60 hardcover, \$19.95 paperback). The final work in a two-volume study of the history of Marxist economic theory; the topics include Marxist evaluations of the Depression, Stalinism, and capitalism's "long boom" in the post-World War II era. **Video Economics**, by Bruce M. Owen and Steven S. Wildman (Harvard University Press; 384 pages; \$35). Discusses the economics and business strategies of the American television industry.

## EDUCATION

**Schooling Without Labels: Parents, Educators, and Inclusive Education**, by Douglas Bickel (Temple University Press; 216 pages; \$39.95 hardcover, \$16.95 paperback). Describes the experiences of six families whose disabled children are full participants in family life; shows how such an atmosphere of inclusion could be extended to educational, community, and other settings.

## FILM STUDIES

**Interpreting Films: Studies in the Historical Reception of American Cinema**, by Janet Staiger (Princeton University Press; 296 pages; \$45 hardcover, \$16.95 paperback). Identifies psychological, economic, political, and social factors that influence audience perceptions of films in different historical periods. **Man, Woman, and Othello**, by Carol J. Glover (Princeton University Press; 288 pages; \$19.95). Uses analyses of "sleazy" rape-revenge, and satanic-possession films to challenge the idea that the primary power of such movies lies in their ability to make their predominantly male audiences identify with the perspective of a sadistic protagonist; argues that such films work to engage viewers in the plight of often female "victim-heroines" who suffer but then overcome their tormentors.

## GEOLOGY

**Venus Geology, Geochemistry, and Geophysical Research Results from the Soviet Union**, edited by V. L. Barukov and others (University of Arizona Press; 421 pages; \$75). Presents data from more than 20 Soviet missions to the planet over the past 30 years.

## HISTORY

**Carroll: Trading the World's Grain**, by Wayne Broehl (University Press of New England; 1,003 pages; \$35). Traces the history of Carroll, international, from its 19th-century frontier origins to its leadership among the big-five of grain traders. **China: A New History**, by John King Fairbank (Harvard University Press; 519 pages; \$27.95). A study of Chinese history from Neolithic times to the post-Mao era.

**The Dutch-American Farm**, by David Steven Cohen (New York University Press; 240 pages; \$45). Describes the emergence of a distinctive Dutch-American regional subculture among farmers in New York and New Jersey; focuses on the 18th-century development of a new style of farmhouse that began to replace forms that could be traced back to prototypes in the Netherlands.

**A History of Women in the West**, edited by Georges Duby and Michelle Perrot (Harvard University Press). Volume I: *From Ancient Goddesses to Christian Saints*, edited by Pauline Schmitt Pantel, translated by Arthur Goldhammer (372 pages; \$29.95). The first book in a projected five-volume study of women in Western societies from ancient times to the present.

**Ideal Government and the Mixed Constitution in the Middle Ages**, by James M. Blythe (Princeton University Press; 365 pages; \$45). Analyzes medieval versions of the ancient view that the best government comprised elements of monarchy, aristocracy, and democracy; shows how such ideas were pervasive in high and late medieval thought before the 16th-century revival of classical models based on the work of the Greek historian Polybius.

**Iran and the Cold War: The Azerbaijan Crisis of 1946**, by Louise L'Estrange Fox (Cambridge University Press; 272 pages; \$34.95). Traces the events that led to the creation and then the suppression of a Soviet-supported communist regime in Iran's Azerbaijan region, an area occupied by Soviet troops in 1941.

**Life After Death: Widows in Pennsylvania, 1760-1860**, by Lisa Wilson (Temple University Press; 232 pages; \$34.95). Ex-

amines the lives of widows in the urban setting of Philadelphia and in the rural setting of Chester County at a time when American society was developing a new ideology of proper female behavior.

**Reminiscences of a Private: William E. Bevens of the First Arkansas Infantry, C.S.A.**, edited by Daniel Sutherland (University of Arkansas Press; 286 pages; \$30). Edition of a Confederate soldier's journal of his experiences in such famous battles as Chickamauga and Shiloh.

**Sainted Women of the Dark Ages**, edited and translated by Jo Ann McNamara, John E. Hallberg with E. Gordon Whalley (Duke University Press; 357 pages; \$45 hardcover, \$17.95 paperback). Contains previously untranslated Latin biographies of 18 Frankish women of the sixth and seventh centuries who became saints.

**Studies in Peace History**, by Peter Brock (Syracuse University Press; 112 pages; \$14.95). Includes previously unpublished essays on English Lollard pacifists at the end of the Middle Ages, Socinian anti-militarism in 17th-century Poland, pacifism in Lenin's Russia, and a little-known episode in Gandhi's life in 1918 in which it appeared he was ready to take up arms.

**The Transmission of Knowledge in Medieval Cairo: A Social History of Islamic Education**, by Jonathan Hervey (Princeton University Press; 250 pages; \$39.50). Describes the personal nature of the transmission of religious knowledge in Mamluk-ruled Egypt (1250-1517).

**The Village of Cannibals: Rage and Murder in France, 1870**, by Alan Corbin, translated by Arthur Goldhammer (Harvard University Press; 176 pages; \$22.95). Explores social and political factors that contributed to a gruesome event in the village of Huelafaye, where in August 1870, a young nobleman who had been falsely accused of shooting republican soldiers was tortured for hours by a mob of peasants and then burned alive.

## HISTORY OF SCIENCE AND TECHNOLOGY

**Rhubarb: The Wondrous Drug**, by Clifford M. Foust (Princeton University Press; 376 pages; \$35). Traces the history, from the Renaissance to the 20th century, of European trade and scientific interest in medicinal rhubarb, an Asian plant valued by physicians for its cathartic qualities. **Solomon Under Control: The French Academy of Sciences, 1786-1814**, by Maurice Crosland (Cambridge University Press; 472 pages; \$120). Discusses the institutional history and admission procedures of the French scientific society from the

academy presidencies of Georges Cuvier to Jules Henri Poincaré. **Steinmetz: Engineer and Socialist**, by Ronald Kluge (Harcourt University Press; 392 pages; \$39.95). An intellectual biography of Charles Proteus Steinmetz (1865-1932), the American electric engineer who was forced to leave his native Germany in 1888 because of his socialist activities and later became the chief consulting engineer of the General Electric Company.

## LAW

**The Constitution in Conflict**, by Robert A. Burt (Harvard University Press; 480 pages; \$29.95). Challenges the prevailing Hamiltonian view of judicial supremacy in U.S. constitutional interpretation and argues, along with James Madison and Abraham Lincoln, for an egalitarian system in which the Supreme Court's role is equal but not superior to that of the other two branches of government.

## LITERATURE

**Apposition in Contemporary English**, by Charles F. Meyer (Cambridge University Press; 152 pages; \$39.95). Analyzes the

characteristics and usage of apposition in various forms of American and British speech and writing. **Early Stevens: The Nietzschean Intertext**, by B. J. Lough (Duke University Press; 285 pages; \$34.95). Traces the German philosopher's influence on the work of the American poet Wallace Stevens, with particular reference to the latter's views on femininity, virility, and poetry; focuses on poems published from 1915 to 1935.

**Ezra Pound and the Symbolist Inheritance**, by Scott Hamilton (Princeton University Press; 272 pages; \$35). Discusses the American modernist poet's debt to a wide range of French Symbolist and Symbolist poets, including Théophile Gautier, Tristan Corbière, and Jules Laforgue. **Fictional Realism in Twentieth-Century China: Mao Dun, Lao She, Shen Congwen**, by David Der-wei Wang (Columbia University Press; 384 pages; \$45). Describes the three writers' pivotal role in developing the realist tradition of their predecessor Lu Xun (1881-1936).

**Mark Twain and the Feminine Aesthetic**, by Peter Stoneley (Cambridge University Press; 224 pages; \$44.95). Shows how Twain was influenced by an "ideology of gender" that he also sought to manipulate. *Continued on Following Page*

## PRIZES

## Could your school benefit from a Freedom Forum Journalism Professional-in-Residence?

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The Freedom Forum Journalism Professionals-in-Residence program is designed to strengthen journalism education by bringing news professionals to campus for full-time appointments. Schools and departments of journalism or mass communication may compete for one of two annual awards of \$75,000 in support of a news professional who would join their faculty for the 1992-93 academic year.

**Eligibility:** Schools and departments of journalism or mass communication at four-year accredited colleges and universities are eligible to submit proposals for The Freedom Forum Journalism Professionals-in-Residence program.

**Application:** Proposals should be submitted by the administrative head of the journalism or mass communication unit. The proposal should describe the journalism program, outline how a journalist would contribute to the program's teaching and professional service mission, and discuss the qualifications desired in appointing a journalist to the position. Names of potential journalists may be submitted as part of the proposal.

**Selection:** Applications will be evaluated by a panel of leading journalists, representing the demographic diversity of the nation and the profession, selected for their recognized contributions to the field in reporting or editing and in their leadership of professional activities.

**Schedule:** Applications are due May 31, 1992. Winning schools and participating journalists will be announced in June.

**Awards:** Colleges and universities selected for the Journalism Professionals-in-Residence program will receive \$75,000 in support for the academic year.

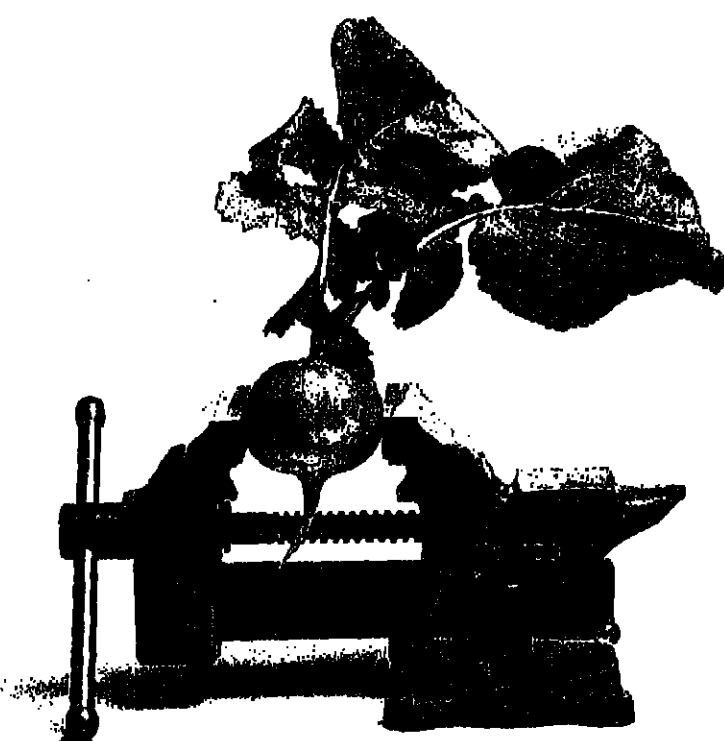
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## NEW SCHOLARLY BOOKS

Continued from preceding page  
to his own ends; draws on the whole body of his writings from *Hamlet* to *King Lear* to isolated autobiographical fragments.

**The Passion of Emily Dickinson**, by Judith Farr (Harvard University Press; 390 pages; \$29.95). Describes the American poet as a cultivated mid-Victorian who incorporated her knowledge of painting and literature into her writing; considers, for example, metaphorical codes in her cycles of love poetry written for her sister-in-law Sue and for the "Master," here identified as Samuel Bowles.

**Poetry and Pragmatism**, by Richard Poirier (Harvard University Press; 238 pages; \$22.95). Explores links between American pragmatism and American poetics through a study of Emerson, William James, Frost, Stein, and Stevens.

**Shakespeare: The Later Years**, by Russell Fraser (Columbia University Press; 380 pages; \$27.95). Completes a two-volume biography of the playwright, covering the period from 1594 to his death in 1616.

**Shamanism and the Eighteenth Century**, by Gloria Flaherty (Princeton University Press; 321 pages; \$35). Shows how 18th-century intellectual and artistic circles joined and used information about shamanism and shamanic cultures from accounts given by missionaries, geographers, and other travelers; develops, for example, an interpretation of Goethe's *Faust* that describes Faust as the modern shaman.

## MATHEMATICS

**An Extension of Gauss's Invariant**, by Kevin Walker (Princeton University Press; 128 pages; \$39.50 hardcover, \$16.95 paperback). Describes an invariant,  $\chi$ , of oriented rational homology 3-spheres.

## Addresses of Publishers

Cambridge U. Press, 40 West 20th Street, New York 10011.  
Chapman & Hall, 28 West 35th Street, New York 10001.  
Columbia U. Press, 562 West 113th Street, New York 10025.  
Duke U. Press, 6097 College Station, Durham, N.C. 27708.  
Harvard U. Press, 79 Garden Street, Cambridge, Mass. 02138.  
Johns Hopkins U. Press, 701 West 40th Street, Suite 275, Baltimore 21211.  
New York U. Press, Washington Square, New York 10003.  
Princeton U. Press, 41 William Street, Princeton, N.J. 08540.  
Southern Illinois U. Press, Box 3897, Carbondale, Ill. 62902.  
Syndicate U. Press, 1800 Jamesville Avenue, Syracuse, N.Y. 13244.  
Temple U. Press, Broad and Oxford Streets, Philadelphia 19122.  
U. of Arkansas Press, Fayetteville, Ark. 72701.  
U. of Arizona Press, 1230 North Park Avenue, Suite 102, Tucson, Ariz. 85719.  
U. of Minnesota Press, 2037 University Avenue, S.E., Minneapolis 55414.  
U. of Notre Dame Press, Notre Dame, Ind. 46556.  
U. Press of New England, 175 Lebanon Street, Hanover, N.H. 03755.

## PHILOSOPHY

**Irrationalism: Lukács and the Marxist View of Reason**, by Tom Rockmore (Temple University Press; 328 pages; \$44.95). A study of the Hungarian philosopher Georg Lukács (1885-1971); describes his role as the leading proponent of the Marxist theory of reason, and his connections with German Neo-Kantianism.

**Justifying Law: The Debate Over Foundations, Goals, Methods**, by Raymond A. Belloni (Temple University Press; 320 pages; \$49.95). Analyzes different philosophical perspectives on law and judicial decision making, including legal realist, legal formalist, Marxist, and feminist approaches.

**The Reality of Meaning and the Meaning of "Reality"**, by Eddy M. Zemach (University Press of New England; 220 pages; \$45). Challenges relativistic interpretations of the work of the Austrian philosopher Ludwig Wittgenstein.

**Selected Writings of James Hayden Tufts**, edited by James Campbell (Southern Illinois University Press; 496 pages; \$45). Critical edition of writings by the American philosopher Tufts (1862-1942), best known for his collaborative work with John Dewey.

**A Structuralist Theory of Logic**, by Arnold Kowal (Cambridge University Press; 416 pages; \$69.50). Develops a new theory of logic that does not require elements of logic to be based on a formal language.

**Two Paths Toward Peace**, by Donald Scherer and James W. Child (Temple University Press; 336 pages; \$39.95). Discusses the nature and practical implications of two moral positions—pacifism and "minimal justified violence."

**The Urgings of Conscience: A Theory of Punishment**, by Jacob Adam (Temple University Press; 316 pages; \$44.95). Examines the issue of why wrongdoers are morally bound to submit to punishment by the state; draws on the social-contract theory of John Rawls to develop a "rectificatory" theory of punishment.

amines the issue of why wrongdoers are morally bound to submit to punishment by the state; draws on the social-contract theory of John Rawls to develop a "rectificatory" theory of punishment.

## POLITICAL SCIENCE

**The Constitutional Logic of Affirmative Action**, by Ronald J. Fiscus, edited by Stephen L. Wasby (Duke University Press; 170 pages; \$17.95). Defends affirmative action programs in terms of a theory of distributive justice in which the distribution of opportunities would be proportionate to the gender and racial composition of the society.

**Democracy and Foreign Policy: The Failure of Political Realism**, by Miroslav Nincic (Columbia University Press; 224 pages; \$37.50). Challenges the notion that the institutions of liberal democracy are incompatible with an effective foreign policy.

**The Effective Republic: Administration and Constitution in the Thought of Alexander Hamilton**, by Harvey Ptasman (Duke University Press; 326 pages; \$32.50). Explores the American founder's thought on popular representation, efficient administration, and the importance of an independent judiciary.

**Shows of Force: Power, Politics, and Ideology in Art Exhibitions**, by Timothy W. Luke (Duke University Press; 264 pages; \$37.95 hardcover, \$15.95 paperback). Explores the expression of cultural ideology and political power in art exhibitions; focuses on exhibitions of art about or from the American West, and on exhibitions of artists of the postwar era.

**The Social Origins of Egyptian Expansionism During the Muhammad 'Ali Period**, by Fred H. Lawson (Columbia University Press; 224 pages; \$40). Draws links between domestic political conflict in Egypt and the country's expansionist foreign policy after 1810.

**Character Structure and the Organization of the Self**, by Lawrence Josephs (Columbia University Press; 288 pages; \$50). Discusses the development of psychoanalytic theories of character structure from Sigmund Freud to Heinz Kohut, then proposes a new approach based on the phenomenology of self-experience.

**Religion**  
**"Church and Age United": The Modernist Impulse in American Catholicism**, by R. Scott Appleby (University of Notre Dame Press; 296 pages; \$29.95). Traces the influence of modernism on Catholic intellectual life from 1895 when Father John Zahm attempted to reconcile Catholicism with post-Darwinist theories of evolution to 1910 when former priest William L. Sullivan published his *Letters to His Mother: Pope Pius X*, repudiating Roman authority.

**Faithful Persuasion: In Aid of a Rhetoric of Christian Theology**, by David S. Cunningham (University of Notre Dame Press; 318 pages; \$29.95). Draws on the rhetorical thought of Aristotle and later Aristotelian rhetoricians in a study of Christian theology as a form of persuasive argument.

## FELLOWSHIPS, PRIZES

## THE ABE FELLOWSHIP PROGRAM

The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation Center for Global Partnership (GCP) are now accepting applications for the 1992-1993 Abe Fellowship Program. The Program's aim is to encourage international multidisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in long-range policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American research communities in order to build an international network of scholars committed to and trained for advancing global understanding and problem solving.

■ Abe Fellowships are designed to provide support for Japanese and American research professionals with a doctorate or with an equivalent level of professional training as well as third country nationals affiliated with an American or Japanese institution. Applicants should be interested in conducting research in the social sciences and the humanities relevant to any one or combination of the following themes: *global issues, problems common to advanced industrial societies, and issues that relate to improving U.S.-Japan relations.*

■ Abe Fellows will be eligible for up to 12 months of full-time support although fellowship tenure need not be continuous. Terms of the fellowship are flexible, and are aimed at meeting the differing needs of Japanese and American researchers at different stages in their careers.

■ Fellows will be expected to affiliate with an American or Japanese institution appropriate to their research aim, and the Fellowship will typically be used for extended residence in the country of study and research.

■ Application forms may be obtained from the Social Science Research Council and must be accompanied by a ten page statement of the proposed research activity. *The deadline for submission of applications is September 15, 1992.* The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program  
The Social Science Research Council  
605 Third Avenue, New York, NY 10158  
Tel: (212) 661-0280  
Fax: (212) 379-7896

ANNOUNCEMENTS of fellowships, lectureships, and prize competitions appear every week in the Scholarship pages of The Chronicle of Higher Education. For advertising rates and other information, call: (202) 466-1080. Or write: Display Advertising Department, The Chronicle, 1255 23rd Street, N.W., Washington, D.C. 20037.

## Announces...

## Baltic and East Central European Assistance Awards

Grants to assist graduate and upper division undergraduate students from Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and the former Yugoslav Republics, under guidelines outlined by the U.S. Information Agency (USIA) are available to U.S. colleges and universities. The grants are intended to support additional expenses of qualified students, beginning their studies in the 1992-93 academic year, who have already been awarded substantial financial assistance by the institution, but who have demonstrated further financial need. The USIA program for "top up" funds can be used for transportation, books, room, board, insurance, student fees, supplies, etc. Funds cannot be used for tuition. Students already in the U.S. are ineligible.

Students in the following fields are eligible: democratic institutions (education, journalism, natural sciences, social sciences, public policy, public administration and humanities - excluding the fine arts); economic restructuring (economics, business, commercial law, banking, energy, small business development, marketing, trade and investment); and quality of life (health, medicine, computer science, environmental studies, housing, labor and agriculture). Preference will be given to students in the fields of public policy and public administration. The Program will provide grants to institutions for one year, of \$3,000 - \$10,000 per student. Institutions must be prepared to disburse funds without an administrative charge to NAFSA or USIA.

Application deadline is June 5, 1992. Funding for this program is being provided by the USIA. Grants will be awarded subject to the availability of funding. For application packet and specific guidelines contact Gail A. Hochhauser, Director, Baltic/East Central European Assistance Awards Program, NAFSA: Association of International Educators, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728.

Tel: (202) 939-3124, Fax: (202) 939-3115

## Personal &amp; Professional



Jane Gallop, an English professor at U. of Wisconsin: Academics need to write for a general audience. "There are mass publications, lots of them. We have to learn how to write for them."

## 2 New Groups Hope to Organize the Academic Left Against Conservative Scholars and the NEH

By SCOTT HELLER NEW YORK

Two new scholars' groups formed to defend the academic left wing hope to attract attention and members by aiming at a common target—the current direction of the National Endowment for the Humanities.

Members of Teachers for a Democratic Culture and the Union of Democratic Intellectuals agreed at their first meeting, held here last week, to remain distinct groups rather than merge. "Having one group in which people are constantly struggling over the direction of the group is no bargain," said Paul Lauter, professor of English at Trinity College in Connecticut, and a member of the organizing committee of the Union of Democratic Intellectuals.

The groups, which have attracted about 1,300 members between them, were formed to defend multiculturalism, feminism, and other new scholarly approaches, and to fight conservative attacks on culture and education. At the meeting, members agreed to develop a joint newsletter or magazine. They also spoke about the creation of an umbrella organization under which both would be housed.

## Differences Not Settled

But lingering differences about the scope of their efforts, especially in regard to non-academic politics, were never settled. Several speakers, including Stanley Aronowitz, a professor of sociology at the City University of New York's Graduate Center, called for a broad left-wing coalition to address political and social inequalities.

"This must be a movement that goes beyond faculty members, tenured or otherwise," said Mr. Aronowitz, a founder of

the intellectuals' group. "If we don't dig in at the local level, we will be sunk."

Teachers for a Democratic Culture, on the other hand, has assumed a higher profile on national educational policy matters. A first project: Fighting the eight recent nominations to the council that oversees the National Endowment for the Humanities.

In a statement issued after the meeting, Teachers for a Democratic Culture crit-

**"This must be a movement that goes beyond faculty members, tenured or otherwise. If we don't dig in at the local level we will be sunk."**

cized the "undue influence of politics in the Bush Administration's approach to culture and the arts" and asked that the nominations be tabled.

"None of the nominees does work in areas of the humanities outside the European tradition," said Gregory Jay, professor of English at the University of Wisconsin at Milwaukee. "There is a false aura of diversity because the nominees include women, blacks, and Hispanics. But there's no intellectual diversity."

The group asked the Senate to appoint an independent panel to review the "general direction" of the agency under Chairman Lynne V. Cheney. The organization had previously criticized Mrs. Cheney for overloading the council with conservatives

and professors opposed to new scholarly methods.

Mr. Jay and Gerald Graff, professor of English at the University of Chicago, founded Teachers for a Democratic Culture. Mr. Graff said the fight against the nominees would help gain visibility for the new organization, which in eight months has attracted nearly 900 members.

## An Organized Attack

The joint meeting attracted 125 people, most of them members of one of the two groups. Participants heard from professors who outlined what they saw as a highly organized conservative attack against college and university reforms. The assault has been waged with financing from conservative foundations through such groups as the National Association of Scholars and with the complicity of news organizations, scholars said.

"Academics need to do less analysis and debate, which we have been trained to believe are decisive in the academic world, and more activism, which the right has shown us is decisive in the political and cultural world," said Ellen Messer-Davies, associate professor of English at the University of Minnesota.

The success of the National Association of Scholars gave the meeting a worried, if not paranoid, air. A few attendees objected to the taping of sessions. And there were worries that members of the opposing side were in attendance.

They were. Joseph S. Salemi, an adjunct professor of English at Hunter College of the City University of New York and New York University, attended the meeting and will

Continued on Following Page



## Academic Left Wing Hopes to Rally Against Conservatives and the NEH

Continued From Preceding Page  
report on it for *Measure*, a newsletter published by a conservative academics' group called the University Centers for Rational Alternatives. "I think they're very badly organized," he said in an interview afterwards. "They're trying to put together an organization from spit."

### Exacerbated Tensions

At the meeting, speakers drew a portrait of campuses split by racial and political tensions. The disagreements have been exacerbated by conservative scholars and a hostile media, they said. Critics have successfully linked multicultural curricular reform and affirmative action to generate a white backlash, said Troy Duster, professor of sociology at the University of California at Berkeley.

Jane Gallop, a professor of English at the University of Wisconsin at Milwaukee, suggested that academics needed to learn how to refute misrepresentations by writing books, articles, and book reviews for a general audience. "There are

mass publications, lots of them. We have to learn how to write for them," she said.

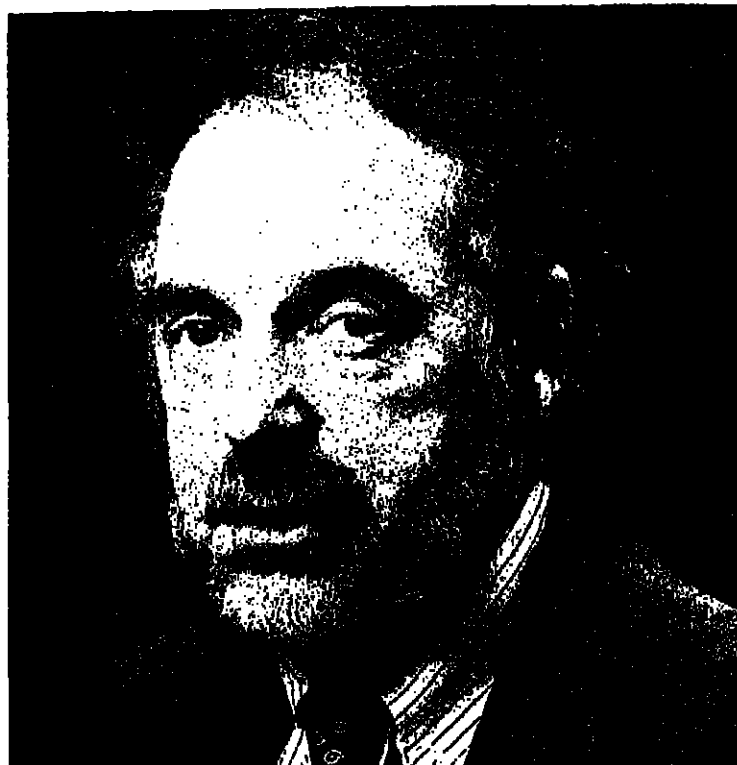
Professors need to insist that they get credit for such work, she added. Now, she said, "we are punished for doing it."

Higher education's fiscal crisis was a backdrop to several of the papers presented.

George Yúdice, an associate professor of Spanish at Hunter, suggested that the two scholars' organizations highlight the economic pressures that public higher-education institutions currently are facing.

### 'Identity Politics'

To concentrate merely on literary politics would be a mistake, he said. Currently, academics are interested in multiculturalism and "identity politics," in which they explore how gender, racial, and sexual identities are influenced by cultural factors. "You need to appeal to white, middle- and working-class youth—not to make them feel good about multiculturalism but to talk to them about how they're



Gerald Graff, a co-founder of Teachers for a Democratic Culture. The fight against the NEH nominees will help it gain visibility.

shortchanged in terms of resources," he said.

Ashley Smith, a graduate student at Brown University, started a group on his campus called Teachers and Students for a Democratic Culture, which he said would focus on inequities in local schools and colleges. "A desegregated syllabus is not good enough," he said in an

interview. "I want to see a desegregated classroom."

But Deborah Rosenfelt, professor of women's studies at the University of Maryland, urged scholars not to alienate the many people who are already being reached through the everyday processes of curricular change. Connecting campus change to political move-

### Personal & Professional

ments away from the campus will drive away some potential allies, she warned. "Not everyone is going to be able to hear and respond to the language we often use to make these connections," she said.

Mr. Jay said chapters of Teachers for a Democratic Culture had started up in New England, in New York, and on the campus of the University of Illinois at Urbana-Champaign. Some 75 people have volunteered to organize chapters around the country, he said. Organizers are also at work in scholarly fields such as art history, classics, comparative literature, history, and sociology.

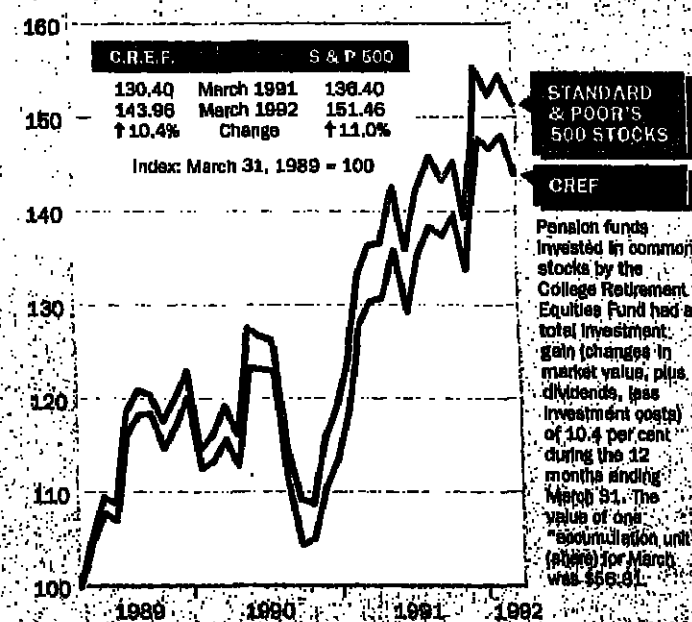
### 'They Do Have a Lot of Money'

They have their work cut out for them. On the final morning, when the groups held a session on how to organize at the local level, fewer than 20 people showed up. They mused over the appearance of a quarter-page advertisement for the National Association of Scholars in that morning's *New York Times*.

But Mr. Graff and Mr. Lauter, a veteran of 1960's political movements, said they were unfazed by the opposition. "They do have a lot of money," said Mr. Lauter. But he said he doubted that a group with a purely negative message could have a long-term appeal. "In the long run," he said, "it's hard to organize people around misery and anger."

## Trends and Indicators

### Pension Money in the Stock Market



### One-Year Percentage Increases in Median Salaries of College Administrators

Type of Institution	1989-90	1990-91	1991-92	1992-93
All	5.3%	4.5%	5.4%	2.8%
Public	4.9	4.6	5.7	3.1
Private	6.7	3.9	5.5	3.0
Doctoral	6.0	3.9	6.2	2.3
Comprehensive	3.3	11.0	4.0	1.6
Baccalaureate	7.1	6.7	5.2	3.0
Two-year	5.6	5.4	4.6	0.8
Type of Job	1989-90	1990-91	1991-92	1992-93
Executive	8.3%	7.0%	7.1%	2.4%
Academic	6.2	5.2	5.5	3.1
Administrative	4.8	5.2	5.9	2.3
External affairs	5.0	4.9	5.0	3.2
Student affairs	5.3	3.4	5.8	2.2

## FACULTY NOTES

- Instructor claims he was fired because of his military activity
- Jury says law school did not discriminate against white males
- Faculty-union leaders condemn Bush's order on fee refunds

An instructor at El Paso Community College has sued his institution, claiming his contract was terminated because of his participation in the U.S. Naval Reserve. He also claims his superiors called his military uniform "vulgar."

The instructor, Brian Grady, teaches in the college's law-enforcement program and serves as a Navy campus liaison officer. His duties include recruiting minority students into the Navy.

Mr. Grady was notified in December that, after five years of teaching, his contract would expire at the end of this academic year. He was given no reason, he says.

"I had no problem until the Gulf war started," he said. "I have to think that they opposed our government's action, and I was the easiest target because I wear my uniform on campus." He says his superiors repeatedly harassed him for supporting the war, and threatened to dismiss him if he did not curtail his military activities on the campus.

Those charges were denied by Bud Canuteson, discipline coordinator for the law-enforcement program, and Linda Luehrs, acting division chairwoman for public service and applied arts. Both were named as defendants in the lawsuit.

Mr. Grady also says Ms. Luehrs told him his uniform was "vulgar and disgusting," and told him to go home and change. Ms. Luehrs de-

nied that, but would not comment further. In a prepared statement, Mr. Canuteson said he did not oppose Mr. Grady's recruitment activities and had played no role in the decision to end his contract.

—KATHERINE S. MANGOAN

A federal jury this month decided that the University of Wisconsin's law school did not discriminate against a white man when it instead hired seven minority professors over a three-year period.

E. H. Reise, a graduate of the law school, sued the school, claiming that faculty hirings made under the so-called Madison Plan discriminated against white men. The plan is aimed at increasing the proportion of minority students and professors at the Madison campus.

Mr. Reise could not be reached. But his lawyer, Richard B. Kay, said Mr. Reise would appeal. The fact that the law school had used a special fund earmarked for minority hiring was evidence of discrimination against whites, he said.

Gerald J. Thain, associate dean of the law school, said Mr. Reise was not as qualified as the minority professors hired. While he had graduated in the top 5 per cent of his class, he had no background in academic law, Mr. Thain said, adding: "He is not the kind of person this school would hire if nobody but white males were hired."

Of the law school's 50 profes-

sors, eight are minority-group members and 10 are women.

—CAROLYN J. MOONEY

Faculty unions reacted angrily last week to President Bush's order requiring federal contractors to notify their non-union employees that they do not have to pay for a union's political activities.

Union representatives blasted the President for making what was largely a symbolic gesture, since the order enforces a 1988 U.S. Supreme Court decision. They said the order would have little impact on faculty collective-bargaining units, which, they said, had long been required to separate expenses for political activities from those associated with bargaining. Nonetheless, officials at both the National Education Association and American Federation of Teachers (AFT-CIO) accused Mr. Bush of playing election-year politics.

Administration officials said that the order, which will require institutions that receive federal contracts to notify workers of their rights, would cost unions millions of dollars in lost fees. But union officials said they expected few non-union members to seek refunds.

To pay for the benefits that they derive from unions, non-union members are required to pay so-called agency fees in lieu of union dues. —COURTNEY LEATHERMAN

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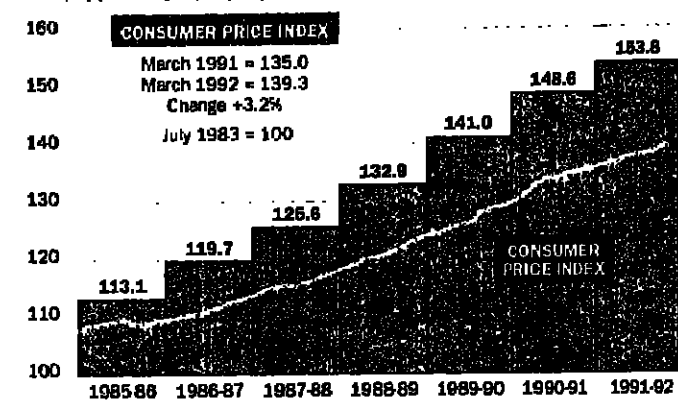
—Standard & Poor's

Who says you can't find good news in the business section? At a time when most people would rather skip the business section and turn right to the comics, Aetna Life Insurance and Annuity Company has some very good news. Moody's reports, "ALIAC's asset quality is excellent." Duff & Phelps says ALIAC has "the highest claims paying ability" and a "high quality, conservatively managed investment portfolio."

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## Faculty Pay and the Cost of Living



## Average Faculty Salaries Rise 3.5%; Smallest Increase in 20 Years

Continued From Page A1

er education continues to be grim, Mr. Hamermesh said. "It's hard to see why people should want to go into this business."

The survey calculated a separate average pay increase for "continuing faculty," or those who were on a campus from one year to the next. That excludes faculty members who retired or were newly hired. The average pay increase for continuing faculty in 1991-92 was 4.3 per cent—the lowest increase for that group in 20 years.

## Public's Negative Attitude

While the recession is partly to blame for the reduced increases, Mr. Hamermesh said another cause was the American public's negative attitude toward higher education. "The voters don't seem to want to put the money into higher education," he said.

Salaries for faculty members at public institutions rose 2.9 per cent; the average salary for professors at those institutions was \$45,260.

By comparison, salaries for faculty members at private, independent operated colleges rose 4.7 per cent, while those at church-related institutions rose 5.5 per cent. Their average salaries were \$50,030 and \$39,020, respectively.

While the difference between pay raises at public and private institutions has existed for years, this academic year it "was more pronounced than at any time during the previous decade," according to Mr. Hamermesh's analysis of the survey results. His essay accompanies the survey results in the March-April issue of the AAUP magazine, *Academe*, that is being issued this week.

In his essay, Mr. Hamermesh attributes the "slow growth of salaries in public institutions" in part to the "fiscal crises that have plagued state budgets." The situation is unlikely to improve much in 1992-93, he said in an interview.

Faculty members aren't the only college employees to get small pay raises this year. A 1991-92 survey by the College and University Personnel Association showed that median salaries for campus administrators rose by just 2.6 per cent this academic year, the smallest increase in four years.

The AAUP survey, based on information from 2,074 institutions,

examines salaries in effect at the start of academic 1991-92.

Average salaries for women continued to lag behind those for men. However, more women entered the ranks of the faculty this academic year. About 29.1 per cent of all professors in 1991-92 are women, up from 28.3 per cent last year.

Other findings of the survey: Average salaries for full professors were \$65,190 at doctoral institutions, \$33,880 at comprehensive institutions, \$47,860 at baccalaureate institutions, and \$47,300 at two-year colleges.

Average salaries for associate professors were \$46,290 at doctoral institutions, \$43,010 at comprehensive institutions, \$37,680 at baccalaureate institutions, and \$38,860 at two-year colleges.

Average salaries for assistant professors were \$39,120 at doctoral institutions, \$35,720 at comprehensive institutions, \$31,500 at baccalaureate institutions, and \$33,150 at two-year colleges.

Average salaries for faculty members varied widely by discipline. The lowest average salaries went to people in the performing arts; the highest were paid to law-school professors. (The survey does not include salaries for medical-school faculty members, who are often among the highest paid of all university employees.)

Benefits made up 19.6 per cent of total faculty compensation, up from 19.3 per cent last year.

The 1991-92 survey calculated inflation rates in a new way. In the past, it used a July-to-June inflation rate for the period of July 1990 to June 1991. That method required survey officials to forecast the inflation rate for several months.

## Some Differences

This year's survey computes the inflation rate for a period from December to December. The change means some figures in the latest report differ from those published previously.

The survey data were compiled by Maryse Eymonerie Associates, consultants to the AAUP. Copies of the March-April 1992 issue of *Academe* can be obtained for \$40 from the American Association of University Professors, 1012 14th Street, N.W., Suite 500, Washington 20005; (202) 737-5900.

## Average Faculty Salaries for 1991-92

	All	Public	Private, Independent	Church-related
Doctoral institutions				
Professor	\$65,190	\$61,850	\$76,880	\$68,140
Associate professor	48,290	45,090	51,700	48,720
Assistant professor	39,120	38,030	43,630	40,830
Instructor	27,670	26,810	33,220	34,710
Lecturer	32,510	32,250	34,090	29,280
All	51,080	48,930	60,260	51,820
Comprehensive institutions				
Professor	\$53,880	\$53,750	\$54,980	\$53,350
Associate professor	43,010	43,020	43,330	42,820
Assistant professor	35,720	35,730	35,700	35,690
Instructor	27,310	27,210	27,250	27,800
Lecturer	27,410	26,990	28,890	35,460
All	43,440	43,490	43,670	42,790
Baccalaureate institutions				
Professor	\$46,860	\$47,480	\$52,230	\$41,980
Associate professor	37,680	39,150	40,220	34,910
Assistant professor	31,500	32,580	33,370	29,580
Instructor	25,830	26,380	27,510	24,880
Lecturer	28,250	27,300	34,620	22,380
All	37,260	37,890	40,920	34,090
Two-year institutions with academic ranks				
Professor	\$47,300	\$47,700	\$37,180	\$32,140
Associate professor	38,880	39,300	29,880	27,740
Assistant professor	33,150	33,550	26,520	24,030
Instructor	27,610	27,950	21,100	22,360
Lecturer	23,710	23,820	—	—
All	37,760	38,210	28,400	26,610
Two-year institutions without academic ranks				
All	\$38,060	\$38,220	\$29,210	\$26,160

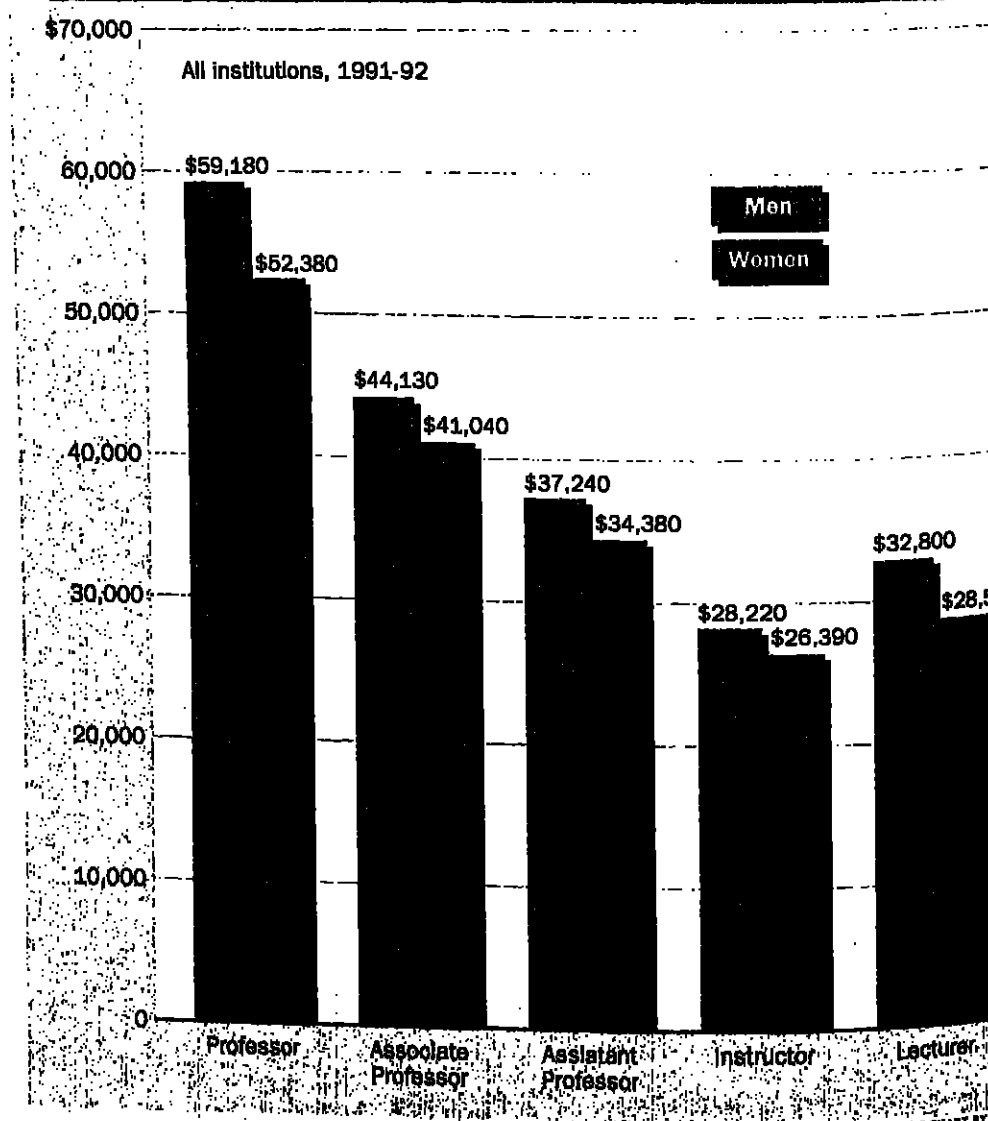
All institutions except those without academic ranks	\$58,220	3.4%	\$57,370	2.8%	\$68,060	4.6%	\$49,480	5.3%
Professor	43,260	3.5	43,420	2.8	45,870	4.7	39,300	5.5
Associate professor	36,060	3.8	36,330	3.2	37,820	4.8	32,820	5.3
Assistant professor	27,170	3.9	27,180	3.6	28,470	4.6	25,940	5.5
Instructor	30,470	—	28,990	—	33,260	—	28,180	—
Lecturer	45,380	3.5	45,280	2.9	50,030	4.7	39,020	5.5

No data reported for institutions with fewer than 10 full-time members of the instructional staff except those in medical schools. The salaries are adjusted to a standard nine-month work year. The salary figures are based on 2,072 institutions; percentage increases are based on 1,944 institutions.

Alabama	Prof	Assoc	Asst	Inst
Alabama St. U.	41.0	36.3	31.2	23.8
Auburn U.	43.8	38.7	32.0	—
Main campus	65.2	42.2	35.6	24.0
Montgomery, IA	49.5	36.8	33.2	28.7
Birmingham Southern C.	—	—	—	—
St. U.	48.0	37.3	30.8	—
Northeastern St. U.	31.8	31.2	27.9	—
Indiana St. U.	43.4	38.7	31.8	26.0
Indiana U.	48.0	37.3	30.8	—
Indiana U. at Indianapolis	31.7	28.7	24.4	—
Ligonier U.	36.3	29.4	24.0	—
Salmon C. IB	27.9	27.8	25.8	25.0
St. Joseph U.	50.3	41.8	31.3	23.7
Spring Hill U.	39.9	33.2	26.7	—
St. U.	—	—	—	—
Union campus, IA	41.1	33.2	28.9	22.4
Dallas, IA	—	34.5	27.0	—
Montgomery, IA	—	40.3	28.8	—
University of Alabama	40.6	33.6	29.3	21.0
Tusculum, IA	57.1	42.1	36.6	23.7
Birmingham, IA	57.0	40.2	33.1	24.7
Hamilton, IA	59.9	40.7	36.8	26.6
University of Alabama at Birmingham	40.7	34.9	30.8	—
U. of North Alabama	48.0	38.4	32.4	27.0
U. of South Alabama	50.4	39.7	34.7	28.9

No data reported for institutions with fewer than 10 full-time members of the instructional staff except those in medical schools. The salaries are adjusted to a standard nine-month work year. The salary figures are based on 2,072 institutions; percentage increases are based on 1,944 institutions.

## Average Faculty Salaries for Men and Women by Rank



## FACT FILE

## Average Faculty Salaries at 1,800 Institutions

Here are the average faculty salaries by rank at more than 1,800 colleges, universities, and multi-campus systems in 1991-92.

The salaries are reported in thousands of dollars and are rounded to the nearest hundred. They are adjusted to a nine-month work year. The figures cover full-time members of each institution's instructional staff except those in medical schools.

The designations I, IA, IIB, III, and IV are defined in the rating table (below right), which gives the percentile distributions of salaries for each academic rank.

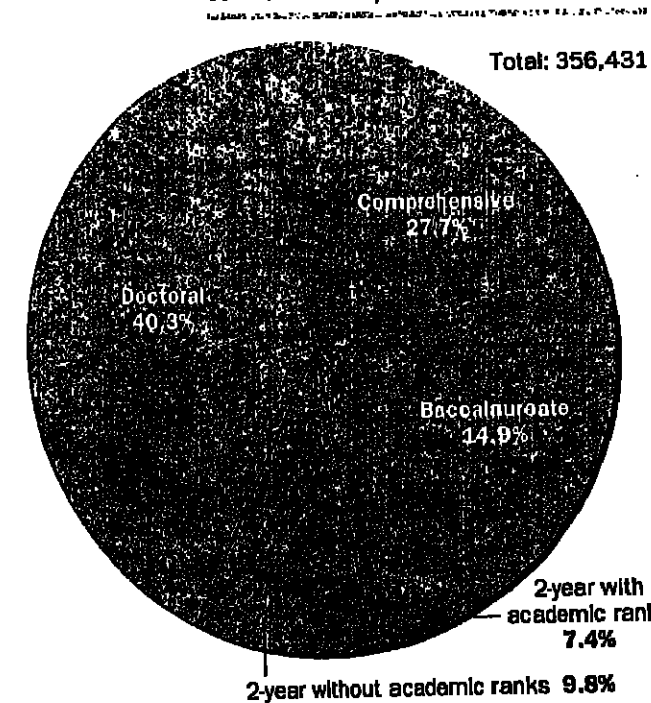
Average faculty salaries for institutions without ranks, most of which are two-year colleges, appear in a table on Page A22.

A dash appears whenever an institution has fewer than six faculty members in a given rank. A blank space indicates that the institution has no faculty members at that rank. The tables omit footnotes qualifying the information reported by some institutions.

The figures were compiled by Maryse Eymonerie Associates for the American Association of University Professors.

ALABAMA	Assoc	Asst	Inst	CALIFORNIA—Cont.	Assoc	Asst	Inst	CONNECTICUT—Cont.	Assoc	Asst	Inst	GEORGIA—Cont.	Assoc	Asst	Inst
Alabama St. U.	41.0	36.3	31.2	23.8	California St. U.—Cont.	61.1	51.0	39.7	31.4	Connecticut St. U.—Cont.	48.0	48.1	38.0	—	—
Auburn U.	43.8	38.7	32.0	—	Poly U. San Luis Obispo, IA	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Main campus	65.2	42.2	35.6	24.0	San Diego St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Montgomery, IA	49.5	36.8	33.2	28.7	San Jose St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Birmingham Southern C.	—	—	—	—	Sonoma St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
St. U.	48.0	37.3	30.8	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Northeastern St. U.	31.8	31.2	27.9	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Indiana St. U.	43.4	38.7	31.8	26.0	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Indiana U.	48.0	37.3	30.8	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Indiana U. at Indianapolis	31.7	28.7	24.4	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Ligonier U.	36.3	29.4	24.0	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Salmon C. IB	27.9	27.8	25.8	25.0	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
St. Joseph U.	50.3	41.8	31.3	23.7	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Spring Hill U.	39.9	33.2	26.7	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
St. U.	—	—	—	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Union campus, IA	41.1	33.2	28.9	22.4	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Dallas, IA	—	34.5	27.0	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Montgomery, IA	—	40.3	28.8	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
University of Alabama	40.6	33.6	29.3	21.0	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Tusculum, IA	57.1	42.1	36.6	23.7	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Birmingham, IA	57.0	40.2	33.1	24.7	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
Hamilton, IA	59.9	40.7	36.8	26.6	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
University of Alabama at Birmingham	40.7	34.9	30.8	—	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
U. of North Alabama	48.0	38.4	32.4	27.0	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—
U. of South Alabama	50.4	39.7	34.7	28.9	St. U.	60.7	48.6	41.8	34.0	Eastern Conn. St. U.	48.0	48.1	38.0	—	—

## Faculty Members by Type of Institution, 1991-92



## AAUP Rating Scale

Category I: Doctoral Institutions	Category II: Comprehensive Institutions	Category III: Baccalaureate Institutions	Category IV: Two-year Institutions With Academic Ranks	Category V: Two-year Institutions Without Academic Ranks
Professor	\$65,000	\$55,000	\$45,000	\$35,000
Associate professor	55,000	45,000	35,000	25,000
Assistant professor	45,000	35,000	25,000	15,000
Instructor	35,000	25,000	15,000	10,000
Lecturer	25,000	15,000	10,000	5,000
Category I: Doctoral Institutions	Category II: Comprehensive Institutions	Category III: Baccalaureate Institutions	Category IV: Two-year Institutions With Academic Ranks	Category V: Two-year Institutions Without Academic Ranks
Professor	\$65,000	\$55,000	\$45,000	\$35,000
Associate professor	55,000	45,000	35,000	25,000
Assistant professor	45,000	35,000	25,000	15,000
Instructor	35,000	25,000	15,000	10,000
Lecturer	25,000	15,000	10,000	5,000



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### Average Faculty Salaries at 1,800 Institutions—Continued

TEXAS—Cont.					TEXAS—Cont.				
	Prof	Assoc Prof	Asst Prof	Inst		Prof	Assoc Prof	Asst Prof	Inst
Texas Woman's U. I. . . . .	45.7	35.9	31.8	26.8	U of Vermont, I. . . . .	60.7	44.7		
Trinity U., IA. . . . .	47.9	48.0	36.0	—	Vermont St. C's S. . . . .				
U. of Arkansas, Fayetteville, IA. . . . .	44.1	40.0	26.6	—	Wayne St. C. IB. . . . .	41.6	34.6		
U of Dallas, IA. . . . .	44.1	40.0	34.4	—	Western Mich. U. . . . .	49.0	35.7		
U of Houston . . . . .					Yale U. . . . .	60.7	44.7		
U Park, I. . . . .	65.3	45.0	37.8	32.1					
Clear Lake, IA. . . . .	50.7	42.5	40.7	—	VIRGINIA				
Durham, IIB. . . . .	49.4	39.8	32.2	—	Avond C. IB. . . . .	34.0	30.9		
U of North Texas. . . . .	51.7	42.8	38.6	26.7	Brigadier C. IB. . . . .	43.1	38.5		
U of Texas at Thomas, IA. . . . .	35.8	33.8	26.6	—	Christendom C. IB. . . . .	41.7	35.1		
U of Texas, I. . . . .	58.3	45.0	37.3	31.1	C of Witten and Mary. . . . .	62.1	46.0		
Austin, I. . . . .	68.5	45.3	39.5	—	Richard Bland C. IB. . . . .	41.7	33.3		
Arlington, I. . . . .	60.8	45.2	40.7	—	Christopher Newport C. IB. . . . .	49.0	42.3		
Belmont, I. . . . .	50.2	40.6	34.9	—	Commonwealth C. . . . .				
Piedmont Baptist, IIB. . . . .	42.6	38.8	33.1	—	Henson, II. . . . .				
San Antonio, IA. . . . .	48.2	38.9	34.3	—	Norfolk, II. . . . .		13.8		
Tyler, IA. . . . .	47.2	39.1	34.4	—	Richmond, III. . . . .		13.8		
					Virginia Beach, II. . . . .				
					Virginia Polytech. Inst. . . . .				
					Eastern Mennonite C and				
					Son, IB. . . . .	34.4	30.2		
					Evans and Henry C. IB. . . . .	43.1	34.8		
					Ferrum C. IB. . . . .	37.6	31.5		
					George Mason U. I. . . . .	73.5	49.6		
					Hampden-Sydney C. IB. . . . .	51.7	40.3		
					Hampton U. IA. . . . .	47.2	36.4		
					Hollins, IB. . . . .	35.4	26.7		
					Inst of Texile Tech. . . . .				
					— . . . . .	66.3	44.0		
					James Madison C. IB. . . . .	43.9	31.5		
					Liberty U. . . . .	35.5	22.5		
					Longwood C. IB. . . . .	49.0	41.8		
					Lynchburg C. IA. . . . .	45.8	36.7		
					Marshall U. . . . .	44.5	36.1		
					May Washington C. IB. . . . .	48.0	40.7		
					Mount Vernon U. . . . .	44.8	38.1		
					Christendom U. IA. . . . .				
					Marshall University, IA. . . . .	36.1	—		

**VIRGINIA—Cont.**

- Protestant Episcopal
- The Sem in Va, IA
- Randolph, IA
- St. Andrew
- St. Paul's-Macon Woman's
- C. IB
- Roanoke, C. IB
- St. Andrew
- Sweet Briar, C. IB
- of Richmond, IA
- of Virginia
- Cincin Vly, C. I, IA
- Ua Commonwealth U, I
- C. IB Sps
- Blue Ridge, C. IB
- General Virginia, C. IB
- Debnry S Lancaster
- C. IB
- Danville CC, II
- Eastern Shore, C. IB
- Germania, III
- I Sarmt Romania
- C. IB
- John Tyler CC, II
- and Fairfax, C. IB
- Mountain Empire CC, II
- New River, C. IB
- Northern Virginia CC, II
- Piedmont, C. IB
- Port of Camp CC, II
- Piedmont Virginia CC, II
- Rappahannock CC, II
- Shenandoah Valley CC, II
- Southwest Va CC, II
- Thomas Nelson CC, II
- Shenandoah
- Virginia Highlands CC, II
- Virginia Western CC, II
- Wytheville CC, II
- Shenandoah
- Virginia Military Inst, II
- Virginia Polytechnic Inst and State U, IA
- Virginia St. U, IA
- Virginia Union, II
- Virginia Wesleyan, C. IB

**WASHINGTON**

antral Washington U, IA  
 aleum Washington U, IA  
 arge IA, C, IB  
 ortheast C, IB  
 Assemblies of God, C  
 sical Lutheran U, IA  
 ninsula C, III  
 aint Martin's C, IB  
 aint Pacific U, IB  
 nter C, IB  
 of Puget Sound, IA  
 of Washington, I  
 of Washington St, U  
 eastern Washington U, IA  
 IA  
 rhiman C, IB  
 uthworth C, IB

## WEST VIRGINIA

nderson Broadman C, IB  
 athony C, IB  
 ans and Elkins C, IB  
 alem-Telso U, IB  
 C-Cy of West Virgin  
 C, IB  
 Concord C, IB  
 Fairmont St C, IB  
 Glenville St C, IB  
 Shepherd C, IB  
 West Liberty St C, IB  
 West Va Sch of Tech, I  
 West Virginia St, IB  
 Southern W Va CC, I  
 of Charleston, IB  
 of West Virginia Sys  
 Marshall U, IA  
 U of West Virginia C  
 West Virginia St, IB  
 West Virginia U, IB  
 Potomac St C, III  
 Parkersburg, IB  
 West Virginia Wesleyan  
 C, IB

**WISCONSIN**

Jverno C, IIB  
 natoli C, IIB  
 naitoli Stritch C,  
 IIB  
 Carroll C, IIB  
 nortgage C, IIB  
 concordia U Wisconsin  
 IIB  
 quod-wood C, IIB  
 nkeland C, IIB  
 nkeland C, IIB  
 Marquette U,  
 Milwaukee Sch of  
 Engineering, IIB  
 Mount Mary C, IIB  
 northland C, IIB  
 npton C, IIB  
 nton North C,  
 IIB  
 of Wisconsin  
 Madison, I  
 Milwaukee, I  
 Eau Claire, IA  
 Green Bay, IA  
 Le Crosse, IA  
 Oakshof, IA  
 Parkside, IA  
 Platteville, IA  
 River Falls, IA  
 Stevens Point, IA  
 Superior, IA  
 Superior, IA  
 Whitewater, IA  
 Centers, II  
 terbo C, IIB

**WYOMING**

of Wyoming, I

**PUERTO RICO**

of Puerto Rico  
 Bayamon Tech U  
 Ponce Tech C, I

11

11	13.7
12	14.9
13	16.1
14	17.3
15	18.5
16	19.7
17	20.9
18	22.1
19	23.3
20	24.5
21	25.7
22	26.9
23	28.1
24	29.3
25	30.5
26	31.7
27	32.9
28	34.1
29	35.3
30	36.5
31	37.7
32	38.9
33	40.1
34	41.3
35	42.5
36	43.7
37	44.9
38	46.1
39	47.3
40	48.5
41	49.7
42	50.9
43	52.1
44	53.3
45	54.5
46	55.7
47	56.9
48	58.1
49	59.3
50	60.5
51	61.7
52	62.9
53	64.1
54	65.3
55	66.5
56	67.7
57	68.9
58	70.1
59	71.3
60	72.5
61	73.7
62	74.9
63	76.1
64	77.3
65	78.5
66	79.7
67	80.9
68	82.1
69	83.3
70	84.5
71	85.7
72	86.9
73	88.1
74	89.3
75	90.5
76	91.7
77	92.9
78	94.1
79	95.3
80	96.5
81	97.7
82	98.9
83	100.1
84	101.3
85	102.5
86	103.7
87	104.9
88	106.1
89	107.3
90	108.5
91	109.7
92	110.9
93	112.1
94	113.3
95	114.5
96	115.7
97	116.9
98	118.1
99	119.3
100	120.5

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## Information Technology



**Stephen C. Gibson, right, with Peter R. Thels, left, and Bill Glennie: Using "virtual reality" to explore the Parthenon "gave you a real sense of the space and the light."**

First-person accounts of last year's coup in the former Soviet Union are now available to scholars on the Internet.

David Bozak, chairman of the computer-science department at the State University of New York College at Oswego, has compiled the Soviet Coup Archive. In addition to memoirs, it contains transcripts of broadcasts from Radio Free Europe, news articles, scholarly papers, electronic postings, and maps. The amount of electronic information is equivalent to 2,900 typewritten pages.

First-person accounts include the thoughts of a Russian protester right after he left the barricades outside the "White House," the parliament building in Moscow, and comments from a Chinese student who described his own experiences during the Tiananmen Square protest to the Soviet demonstrators.

Mr. Bozak and a colleague used the Internet, a global network of networks, to gather information for the archive. When coup plotters disrupted the communication system, he says, the Internet was the only way left to get information.

Following a trial period, the Association of American Publishers is making its new copyright network available to all college bookstores, photocopy shops, and academic groups.

The association started the network, called PUBNET Permissions, last summer to help faculty members get permission to reproduce copyrighted materials quickly and easily. The service, available through campus bookstores, is an electronic-mail adaptation of the association's computerized book-ordering system.

During the trial period, the association developed a standardized form for permissions and a pricing structure that makes the cost of sending an electronic request comparable to that of sending a request by fax.

About 100 campus bookstores and 25 publishers already belong to the copyright network.

The association's goal, says John Zolt, PUBNET's director, is to make permissions requests routine and economical.

**Academics interested in the history of the printed word can now get acquainted on Bitnet and the Internet.**

Patrick Leary, a graduate student at Indiana University, has founded the Society for the History of Authorship, Reading, and Publishing and a new discussion list, called SHARP-L. Subscribers will discuss incunabula, literary theory, library history, literacy studies, the economics of the book trade, and other topics. The society will also put out a printed newsletter.

For more information, contact Mr. Leary at Indiana University, Department of History, Valentine Hall 742, Bloomington, Ind. 47403 (812) 855-7581; PLEARY@IUBACS.

## Researchers Hope to Lead Students Into 'Virtual Reality'

**By DAVID L. WILSON**

Stephen C. Gibson, a graduate student in architecture, felt as though he were standing on the steps of the Parthenon. He was really in the middle of a classroom at Rensselaer Polytechnic Institute, wearing a helmet that enveloped him in computer-generated images that citizens of ancient Athens would have recognized.

Mr. Gibson could "move" into an animated image of the Parthenon, examining its columns and the roof. "It was exhilarating," he says. "It gave you a real sense of the space and the light."

Mr. Gibson was able to stroll through the Parthenon during experiments at RPI with a technique called "virtual reality." His helmet was connected to a computer that displayed images on screens inside the helmet so vividly that he seemed actually to be seeing one of the architectural masterpieces of ancient Greece.

Educators say virtual-reality systems offer a dramatic alternative to the way students learn. By the end of this decade, some say, students will be able to enter computer-created universes to perform chemistry experiments, examine rare manuscripts, and study objects and cultures that are otherwise inaccessible. Those with disabilities will be able to enter an artificial universe and interact with other people, giving no hint as to their handicap.

Researchers working on virtual-reality systems say they will be particularly useful for helping students understand abstract con-

**Continued on Following Page**

### Average Salaries of Faculty Members at Institutions Without Academic Ranks

ALABAMA

Bishop St. CC, IV

29.1

Fluker St. CC, IV

32.8

Goodwin St. CC, IV

31.3

J. & W. St. CC, IV

33.9

John C. Dalton St. CC, IV

32.9

Luttrell & Wallace St. CC, IV

33.8

Shaw St. CC, IV

30.9

Wallace St. CC Seima, IV

34.1

32.7

ARIZONA

Arizona Western C. IV

34.2

Central Arizona C. IV

35.2

Central Arizona C. IV

35.2

Eastern Arizona C. IV

36.9

Malapaca CC Dist. IV

35.7

Roberts CC, IV

37.8

Yavapai C. IV

43.8

ARKANSAS

East Arkansas CC, IV

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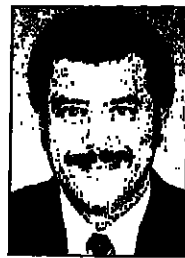
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## Advertisement

The Learning Society:  
Building the Virtual LibraryBy Bernard R. Gilford, Ph.D.  
Apple Computer, Inc.

When Berea College dedicated its new library wing last month, I helped to mark the occasion by delivering a speech titled "Building the Virtual Library." What in the world, you may be wondering, is a "virtual" library?

A virtual library is the research library of tomorrow. It's an electronic network that will give faculty, students, and community members access to multiple information sources in all possible media—ideally by means of multifunctional workstations located anywhere on or off campus.

It will be a learning center where access to and delivery of information takes precedence over ownership of information.

It is a concept that makes the library as archive a thing of the past.

The virtual library will be judged not by the number of books and periodicals it houses, but by its ability to meet the learning and research needs of the communities it serves. It will meet these needs by providing access to electronic and print materials from many sources, near and far.

One reason for the shift in emphasis from ownership to access is purely practical. The traditional, physical library—even the most generously endowed library—simply cannot keep up with today's information explosion.

Information resources are proliferating at such an incredible rate that libraries have to deal not only with the huge numbers of publications now available, but also with the prospect of having to store and index ever-growing quantities of information.

Today we're learning at a rate that is unprecedented. We're dealing with the exponential growth not only of information, but also of technologies that gather, transmit, and transform information. And these technologies become smaller, faster, and cheaper every year.

I imagine that from the standpoint of librarians—the people we rely on to collect, organize, and preserve all of this information—these developments are both exhilarating and horrifying.

Let me put the information explosion in perspective. In the early fourteenth century, Europe's largest library, the Sorbonne Library in Paris, housed a grand total of 1,338 books. That's roughly the number of new book titles that are now published around the world every day. And that's only books! As a result, the world's great libraries are now doubling in size every 14 years.

In *The University: An Owner's Manual*, Henry Rosovsky discusses the growth of "new knowledge." Publication of scientific journals began in about 1665, he writes. "In 1800, there were about 100 journals; there were 1,000 by 1850, and some 10,000 by 1900. Currently there are close to 100,000 journals, and since the seventeenth century their number has doubled every 15 years."

The astonishing rate of new publication is a fact of life that scholars and librarians must contend with. And no single library can hope to gather up-to-date collections in every discipline. Fortunately, electronic retrieval and document-delivery systems are up and are running in some fields of knowledge, and under development in others.

Today I can sit in my office in California and use my Macintosh computer to access a database, such as the one operated by CARL (the Colorado Alliance of Research Libraries), to scan the contents of a huge number of periodicals—some 10,000 in all. I might look through recent issues of *Library Trends*, for example, to locate articles on tomorrow's library. I can use my mouse to select on the most relevant titles, and then go off to a meeting. By the time I return to my desk, the articles will have arrived by fax, or over the modem (in digitized form) directly into a computer file. I pay just a service charge and a copyright fee.

With the spread of CD-ROM "jukeboxes," the entire process will be even simpler. No one will have to process my order at the other end. I'll be able to select and receive articles on my research topic just about as easily as I now play pop tunes at the local diner.

In some disciplines, electronic databases—such as those created by the Research Libraries Group—have virtually erased the barriers of space and time from the research process. Using a personal computer, I can already search the Union Catalog of Scholarly Periodicals in the Japanese Language to access information about any one of 40,000 Japanese journals. Or I can locate articles, for example, on superconductivity by a particular Estonian scientist.

In the future, I'll routinely access information in a variety of formats. I can already look into the Riegler and Deutsch Record Index to search for information about any of the Index's one million sound recordings that predate the LP. There will be a time when I will be able to listen to any of these recordings at my workstation, while the musical score or lyrics are displayed on the screen.

And in coming decades, researchers in Baltimore or Beijing or Beirut will be able to view artifacts from any major museum, or experience sound recordings and video footage from archives around the world, just by using the computer at their desks.

In time, faculty, students, and community members will be able to perform these research functions without ever setting foot into a library. So will our libraries be tomorrow's ghost towns? That's the question I'll address in my next column.

Researchers Test  
'Virtual Reality'  
in the Classroom

Continued From Preceding Page

cepts by giving them concrete metaphors that can be manipulated in the computer.

For instance, William Bricken, principal scientist with the Human Interface Technology Laboratory at the University of Washington, is developing a virtual-reality universe in which the objects are controlled by algebraic, rather than physical, laws. Objects would ignore gravity, for example, but would react to an integer that was positive or negative. Students would move blocks around in the artificial universe, and those blocks could be aligned in various configurations, provided they did not violate the laws of algebra.

Its experiments make Rensselaer one of the few institutions in the country to attempt to use the technology with students in classes. While many scholars are enthusiastic about the applications of virtual reality, few have access to virtual-reality systems. Much of the work that is being done with virtual reality is confined to research laboratories.

Many problems will have to be overcome before the technology can be used widely in the classroom, experts say. The equipment costs too much—hundreds of thousands of dollars for a top-of-the-line system—to permit widespread use. Hardware and software must be improved. And scholars need to develop new methods of pedagogy to take advantage of the nearly limitless possibilities offered by virtual reality.

Blocking Out Sensory Data

In addition, a debate over how complete the virtual-reality experience must be for students is continuing in the scholarly community. Some argue that the fundamental requirements of virtual reality—the ability to interact with others in

an artificially created world—can be obtained using standard computer equipment at a relatively modest cost.

Some people insist that the key to virtual reality lies in largely blocking outside sensory data received through the eyes and ears and flooding the user with sights and sounds created by the computer. Most experimenters achieve that level of realism by using helmet-like devices like the one used at Rensselaer. The helmets contain two tiny television screens and stereo earphones.

One television screen is directly in front of each eye, blocking out views of the real world. The computer generates images of the engineered world that are slightly different for each eye, giving a three-dimensional effect, like an old-fashioned stereopticon.

Today's virtual-reality systems offer images that are more car-

toons, not at all like the high-quality images that can be seen on many computer screens.

Stereo sounds also are generated to match the pictures. Sensors in the helmet track the position of the user's head, altering the pictures as the head is moved. If the wearer looks up, for instance, the scene immediately shifts perspective. While the effect is startlingly realistic, it is not indistinguishable from reality. Users notice a momentary delay between moving their heads and seeing the scene move, as the computer rapidly calculates the new perspective. Researchers say this small delay can be very disconcerting over time, and is one of the major problems that must be overcome before

the technology can become commonplace.

Users generally manipulate a device with their hands to move about in the computer-generated world. They say moving through the artificial universe feels like "flying."

Good Software and Good Ideas

Many people argue that special booths and helmets are too expensive, cumbersome, and fragile to be used widely.

The benefits of an artificially created universe can be realized without using such equipment, says I. Michael Moshell, an associate professor of computer science at the University of Central Florida. What is important, he says, is good software and good ideas that capture the imagination and allow the user to do things on a computer screen that are otherwise impossible. Mr. Moshell is also director of the university's Institute for Simulation and Training.

Head-mounted displays, he says, are intrusive and expensive, starting at about \$5,000 each. They can also be rather unsettling for the user, who must adjust to seeing the world swoop around in fits and starts. "Even the best head-mounted display systems make people barf if they wear them for very long," he explains.

Big Impact From Immersion

Mr. Bricken of the University of Washington acknowledges some of the flaws of head-mounted displays, but he argues that the problems will be corrected. Simply looking at a computer monitor and

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## THE CHRONICLE OF HIGHER EDUCATION

## Section 2

April 22, 1992

## OPINION

Reorienting Scientific and Technological Inquiry  
to Tackle the Global Crises Facing Humanity

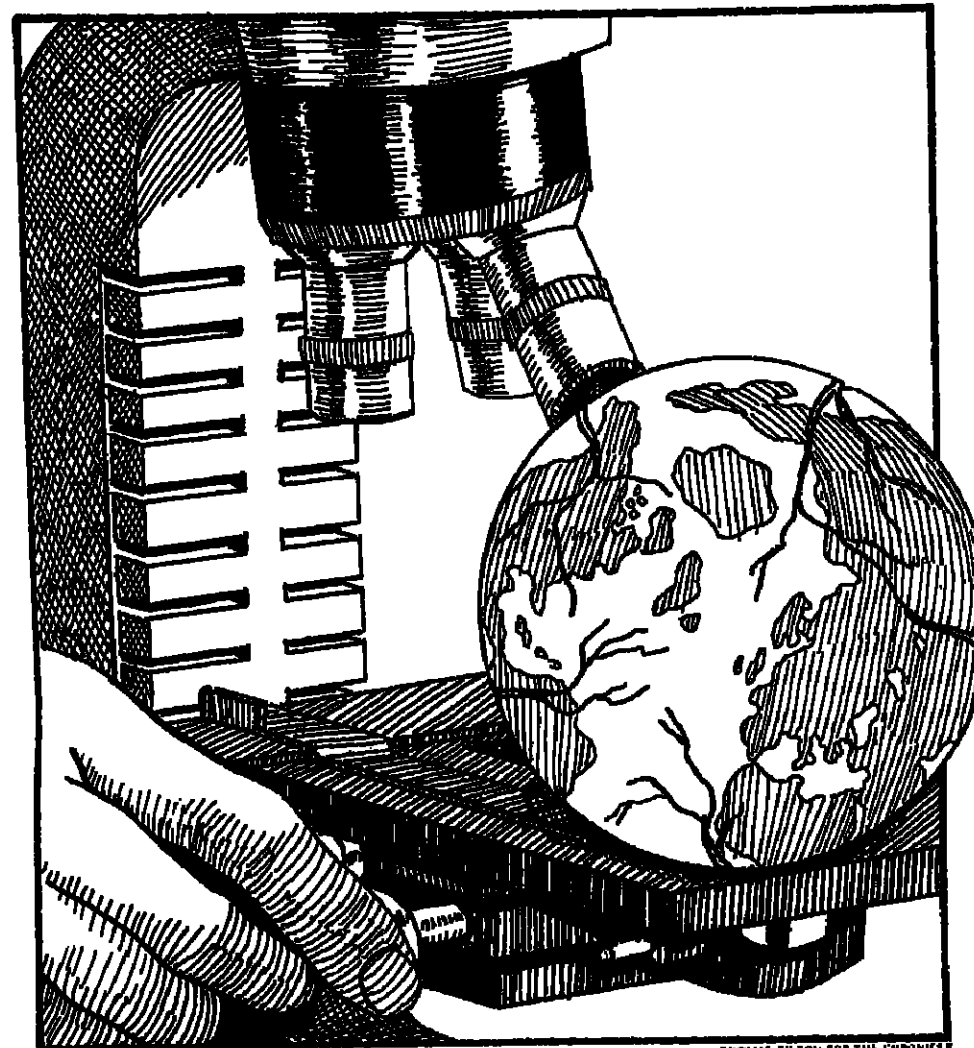
By George E. Brown, Jr.

MOST OF US assume that science and technology can solve many of society's problems. We tend to think of science and technology as benign and autonomous forces that are major contributors to what we call progress. We thus may believe that they can free us from the cycles of growth and decline that characterize the past. The reality may be much more complicated, however.

Technological innovation typically permits greater consumption and depletion of resources. Historically, this often has led to at least short-term misery and upheaval. We need to understand the causes and effects of technological innovation better and begin to think of science and technology in entirely different terms: not as mechanisms to increase our wealth and comfort through exploitation of material resources, but as the sources of innovation that can lead us to less consumption, less pollution, less depletion of resources, and lower rates of population growth.

The key element here may well be population growth. Many scientists, historians, and policy makers believe that population growth represents the fundamental challenge to humanity's capacity to achieve long-term environmental, economic, and cultural stability. It is true that population growth in the United States has stabilized at about 0.6 per cent a year, and many other industrialized nations have zero population growth. But in the developing world—containing three quarters of all human beings—population is growing at about 2 per cent a year. Global population doubles every 35 to 40 years.

Exponential growth in population triggers exponential growth in consumption of resources, in generation of waste products, in conflict and violence, and in disparities in economic status and quality of life among nations and among classes within nations. The globalization of economies, of communication, of migration, and of conflict assures us that we cannot long iso-



late ourselves from these inexorable processes. The long-term reality is that the ability of the developing world to control its growth, to raise its standard of living, and to increase the efficiency with which it uses energy and resources will have a profound effect on our own prosperity. The problems of the third world are therefore our problems.

If you don't believe that our future is linked inextricably to the future of the developing world, consider events in the Persian Gulf region. Iraq, with an economy weakened from low oil prices, burgeoning population, and a draining war with Iran, invaded Kuwait in August 1990 in an attempt to expand its oil resources and increase its leverage in controlling world oil prices. The United States, supported by most of the industrialized world, intervened to maintain stability in the world's oil supply.

The economic, demographic, and geo-

rather than ballistic-missile silos of the superpowers, may represent the new paradigm for conflict in the 21st century.

It is crucial, then, for us to see ourselves as part of a dynamic global system. But it is perhaps equally important to understand historical patterns of human development and to learn from the successes, mistakes, and patterns of the past.

A FEW MONTHS AGO I visited Mexico City, which has what is probably the greatest anthropological museum in the world. While at this museum, I learned about the succession of indigenous cultures that inhabited Mexico before the arrival of the Spanish armies. As knowledge and technology progressed in these indigenous cultures, their populations grew, hunting and agriculture intensified, and consumption of natural resources increased.

Civilizations that had grown and flourished for centuries declined rapidly when population growth exceeded their ability to increase productivity. The Mayan culture thrived for 600 years on the Yucatán Peninsula, until intensification of agricultural production—driven by population growth—led to an ecological decline that fueled

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## Solving Global Crises Will Require a New Definition of Progress

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the collapse of the Mayan state. In the highland valley of central Mexico, three major indigenous civilizations rose and fell over a period of 1,500 years. Anthropologists recognize that this progression displays a typical pattern: the decline of one culture as a result of environmental depletion, coupled with the ability of the succeeding culture to support a larger population through more advanced agricultural technology.

THE ANTHROPOLOGIST Marvin Harris has argued that population growth generates the ecological pressures that become the major incentives for technological development. As populations grow, those cultures that are technologically skilled can innovate their way out of depleted resources by increasing efficiency or exploiting new resources. The critical point made by Mr. Harris is that human history is dominated by repeated evolutionary cycles of this kind: population growth, resource depletion, and declining standards of living, followed, in many cases, by technological innovation that launches a new cycle of growth and depletion. This cyclical view of history asserts a Malthusian correlation between population growth and the inadequate supply and distribution of the resources necessary for a high quality of life. The social consequences of this correlation are poverty, hunger, and war. From this perspective, technology does not avert these consequences; it advances as a result of them.

It would be naïve, therefore, to think that technological advance occurs spontaneously or is driven solely by the initiative of disinterested scientists. Most of the major technological innovations and many of the scientific breakthroughs of the past century would never have occurred without the incentives—both economic and political—created by war or the threat of war. Indeed, the tradition of generous federal support for research stems from the nuclear-weapons program of World War II, not from the great contributions of science to a more humane society.

It is easy to show that the idea of forward progress—of the potential for infinite growth, for perpetual improvement in the quality of our lives—is parochial. Consider that the population of the industrialized nations of the world is projected to grow by about 150 million people in the next 30 years. Over this same period, the population of developing nations will increase by 2.3 billion. Thus, 95 per cent of all the human beings born over the next 30 years will benefit little from the progress that gives us, as Americans, such faith in the future.

OUR VISION OF PROGRESS does not offer a viable solution to the world's development problems, because the planet cannot provide the resources necessary to sustain in the style of the typical American citizen even the roughly 5.3 billion human beings now on earth. It has been estimated, for example, that if the entire world adopted the agricultural and industrial practices of the United States, known petroleum reserves would be depleted in just over a decade.

Recognizing the cycle of population growth, resource depletion, and technological innovation does not in any way imply that we must accept the inevitability of this cycle. In fact, by recognizing it, I believe that we are morally obliged to question its inevitability and to seek new trajectories of cultural development. This will

require a revolution not in science and technology, but in values. To accomplish this revolution in values, we must begin by stripping away the rhetoric that drives our science and technology agenda.

This rhetoric is exemplified by the debate over global change, which is mired in arguments about the magnitude of temperature changes and the validity of global-climate models. But the real debate over global change has nothing to do with whether global temperature will increase two degrees or three degrees or no degrees over the next 50 years. Certainly a temperature increase of several degrees over the next century could have disastrous global consequences, especially for the less resilient societies of the developing world. But the immediate challenge for science and technology must not be viewed as the need to reduce scientific uncertainty about climatic warming. This is a hollow ambition. It is too easy to support and too unlikely to bear fruit. The real debate is about whether we will continue the same pattern of population growth, resource consumption, environmental degradation, economic disparity, and armed conflict that has characterized human culture from its very beginnings.

The scientific community seems very reluctant to embrace the basic terms of this debate. Comfortable with data, but uncomfortable with the ethical and cultural implications of their inquiry, scientists debate what they perceive to be the substance and leave the value judgments to the politicians.

Scientific uncertainty has become an operational synonym for inaction on global environmental issues, and the debate over global change has thus become an impediment to action on a wide range of issues critical to our survival.

But we could act on these issues today. We could choose to focus our minds and our resources on increased flooding in Bangladesh right now, rather than on the possibility of a rise in sea level 50 years hence. We could focus on the growing deserts in the sub-Sahara now, rather than on possible climatic changes in the future.

The real challenge is to find ways to increase the quality of human life throughout the world right now. This path can be found only if we adopt a new philosophy of global progress in which the success of science and technology is judged strictly on our ability to move toward less consumption, less depletion of resources, and lower rates of population growth.

We know that the key to a lower rate of population growth is a higher quality of life, as measured by levels of health and nutrition, education and income, job opportunity and personal freedom. The problem is that we have generally improved these measures at the expense of our environment, and, too often, at the expense of our neighbors.

THE OPPORTUNITIES for implementing a new age in scientific inquiry and outreach have never been greater. We have the technological capability to link research centers in distant corners of the world, to share data and ideas and hypotheses instantly, to hold satellite-transmitted teleconferences between scientists and policy makers, to connect elementary- and secondary-school students with research scientists. In other words, we have the hardware necessary to launch a new era in innovative, interdisciplinary science and education.

The mass media have reported widely on the "crisis" in scientific research, as reflected in various controversies over indi-

rect costs, scientific misconduct, levels of support, and "big" versus "little" science. Perhaps this crisis, whatever its origins, can provide the motivation, or at least the instability, that will lead us to reconsider the proper role of scientific research as it is carried out in the United States.

Must science and technology continue to feed the historical cycle of more consumption, more waste, more economic disparity? Or can our research lead us out of that cycle and create a new trajectory for cultural evolution based on minimizing waste of energy and other materials and increasing consumption and enjoyment of non-material resources, such as music, literature, art, and scientific knowledge itself?

This should not be seen as a limitation on the breadth of scientific inquiry. On the contrary, I am advocating that scientists break the shackles on scientific pursuit that are imposed by our own flawed definition of progress. This definition has led scientists to the straitjacket of disciplinary specialization and an allegedly "rational detachment" from the ethical and moral problems facing the human species.

Pursuing the new definition of progress that I've outlined will require both individual and institutional change. It will require new measures for success, based not on the ability to publish a lot of papers and generate a lot of grants or patents, but on the ability to forge innovative, interdisciplinary approaches to global problems facing humanity.

Solutions to these problems may be found in the core of the earth or in the outer reaches of the solar system. But the wisdom—and the will—to seek these solutions can come only from within ourselves.

Rep. George E. Brown, Jr., is chairman of the House of Representatives Committee on Science, Space, and Technology.

### MÉLANGE

## A Woman's Panacea or Her Poison; Linguistics; Baseball as a Bastion Against Hypermodernism

I HAVE ALWAYS IMAGINED that it was a macho journalist in the late 1950s—sleeves rolled up, eyes squinting through the smoke of the cigarette dangling from the corner of his mouth, two index fingers producing a machine gun rattle on the Remington—who, while writing some pithy piece on oral contraceptives, decided to capitalize the word *pill* and thus inadvertently converted this pedestrian generic term into a powerful four-letter word. Since then, the Pill has been equated to everything from a woman's panacea to her poison.

—Carl Djerassi, professor of chemistry at Stanford University and co-inventor of the birth-control pill, in *The Pill*, Pygmy Chimps, and Degas' Horse, published by BasicBooks

TO ITS CREDIT as a human endeavor, the science of linguistics has maintained through its generations a certain wistful indecision about its ambitions. Only a stalwart linguist—or an especially myopic one—can avoid the temptation to look up from the voluminous tabulations of syntax and phonemics for an occasional glance into the heart of human nature, much the way astron-

omers look through the silica lens at the origins of time. Linguistics and astronomy constitute an unlikely sisterhood, for they are both constrained to be more observational than experimental—as astronomy because its subjects are too distant to be experimented on, and linguistics because its subjects are too human.

No longer are children impressed from the crib to serve as guinea pigs. But the revelations about how we acquire language still come from children: wild children, who have grown up with beasts as their only companions; abused or neglected children whose family histories replicate the isolation in the shepherd's hut, sometimes with far more attendant horror. The cases are exceedingly rare and mostly fleeting. They become the property of whichever researcher is fortunate enough to be present at whichever dark hour.

—Russ Rymer, journalist, in the April 13 issue of *The New Yorker*

BASEBALL with its love of records and statistics, its broadly based and highly tiered organization, has perhaps more focal force than any other

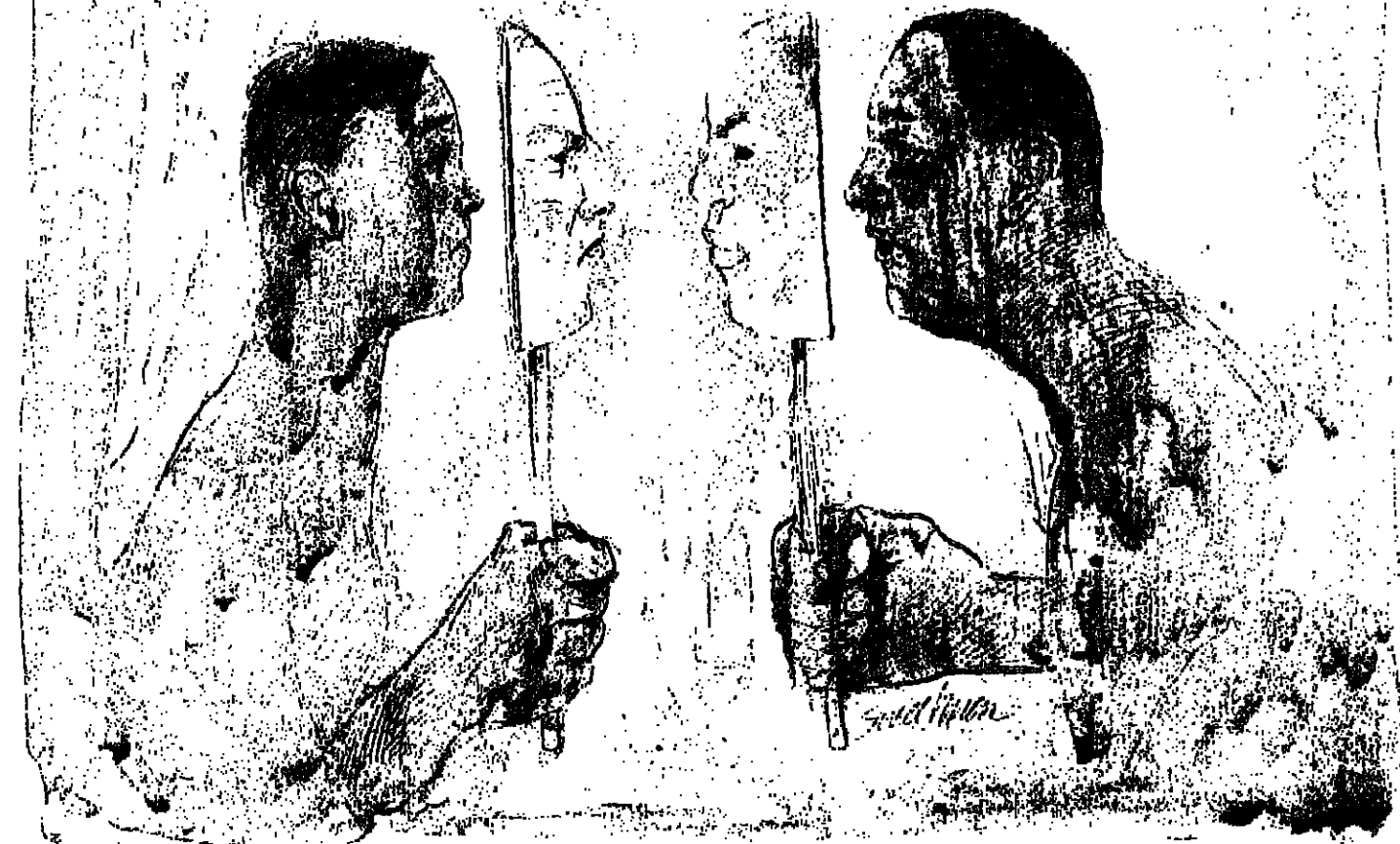
single institution in this country. It is a real bastion against the hypermodern hordes. While it too suffers from hyperactive attacks and hyperreal attrition, it remains a realm of real celebration. If we are equal to its commanding presence, we will act sensibly and vigorously to restrain hypermodernism.

More needs to be done, of course. Not only do we have to maintain and build more ballparks and playing fields; we must also preserve and clear central spaces in our cities for other sports, for concerts, museums, academies, for running and playing, for singing and dancing, for painting and sculpture. We should honor and practice the great things that we know well and are confident of, tennis and gymnastics, baroque music and jazz, Rembrandt and Henry Moore.

But who knows what kinds of celebration will arise and where? Postmodern realism is not an ideology of platforms and programs but a matter of flexibility and cooperation.

—Albert Borgmann, chair of the philosophy department at the University of Montana, in *Crossing the Postmodern Divide*, published by the University of Chicago Press

### OPINION



DAN SWENSON FOR THE CHRONICLE

## Colleges Must Find Ways to Eradicate Racial Divisions

By Arthur J. Kropp

IT COMES AS NO SURPRISE to the academic community that new national research shows deep racial divisions among American youths. Many campuses are grappling with some sort of racial conflict every day—in controversies over admissions policies, in racially motivated hate incidents, even in clashes over the content of curriculum.

But "Democracy's Next Generation II: A Study of American Youth on Race," recently released by People For the American Way, a constitutional-liberties organization that I head, takes us beyond these incidents to explore the underlying dynamics of how young people think and feel about race—and why. In particular, the study shows how higher education can help lead the next generation out of this dangerous thicket of racial misunderstanding.

This challenge must rank as high for educators as does the task of preparing our youths to take a productive place in our national economy. Part of the long-standing mission of higher education has been to lift our society toward a better, more cohesive whole. If we abandon this humanitarian goal, all of the individual successes in the world will not rescue America from a social unraveling that ultimately threatens the viability of all of our institutions.

The first step for educators is to understand the full complexities of young people's racial attitudes today. Our research focused on the "children of the civil rights era"—a cross section of young Americans of all races between the ages of 15 and 24. Although these young people have no personal memory of the civil-rights movement of the 1950's and 1960's, they have grown up in the crucible of change that it created, including the sweeping racial integration of schools and colleges across America.

Our study found that young people, thrust forward by history, are pulling back out of economic fear. They are remarkably pessimistic about our nation's future and their ability to find good jobs and earn decent incomes—a pessimism that has risen significantly just in the two years since we inquired about it in an earlier study of youths and citizenship. Overwhelmingly, these young people see their lot in life as tougher than their parents' was.

In this context, it is not surprising to find plague our society. "Because whites have had an advantage and the upper hand on things for so many years," comments one black high-school graduate, "I think it's a very good idea to have financial aid and special considerations given to the minorities."

What creates this "perception gap" between young blacks and whites? Interestingly, we found that white youths' views on many tough racial issues tend not to be

"White youths' views on many tough racial issues tend not to be grounded in personal experience. Many whites vent anger at affirmative action as an abstract notion, while relatively few seem able to cite solid evidence that it has affected them personally."

that self-interest often drowns out concern about our nation's progress toward full social equity. A plurality of young whites, for example, now believes that whites are more likely to "lose out" on scholarships, jobs, and promotions under the *status quo* than are minorities. "I'm going to be going to college soon, and I don't want to be turned down because I'm white," one 16-year-old girl said worriedly.

Young blacks are looking at the same social and economic picture and seeing something very different. By and large, they continue to support the principle of affirmative action, especially in college admissions, because they know that discrimination against minorities continues to

grounded in personal experience. Many whites vent anger at affirmative action as an abstract notion, while relatively few seem able to cite solid evidence that it has affected them personally. While exhorting blacks in general as welfare-dependent, white participants in focus groups uniformly described their own black friends as hard working. It seems that many young whites have grown up with negative stereotypes of blacks so potent that they overpower their own positive experiences. Some blacks, in turn, tend to use individual encounters with racism to condemn all whites in a sweeping fashion.

Surprisingly, we also found that young Americans look to education to help bridge

the rift in race relations. Young people of all races view education, along with hard work and a fair chance to succeed, as the universal formula for success in our society. Since education is seen as the key to social mobility, young whites are willing to extend this help to black and Hispanic

students in such forms as increased minority scholarships and increased integration of educational settings. The broad consensus behind increased educational opportunity breaks down, predictably, on the thorny issue of minority-enrollment preferences. But this area of disagreement does not nullify youths' remarkable vote of confidence in education as our great social equalizer.

BUT OUR FINDINGS also tell us that educators must do more than simply open their doors to more minority students. As young people pass through their college years, their attitudes on racial issues harden. Simply providing an integrated setting is not sufficient to promote mutual respect, as we saw when a focus group of white college students—all attending integrated institutions—expressed more bigotry toward blacks than did non-college-educated whites. Conversely, we found some of the deepest signs of alienation and despair among black youths who had completed college.

Consider these disturbing facts: A plurality of white youths now in college or who have completed college and two-thirds of their black counterparts say race relations are "generally bad." Even more telling, college-educated blacks are significantly more likely than other young blacks to say that blacks "feel uneasy" in dealing with whites. College-educated blacks are less likely to say that they socialize with whites than are non-college blacks.

What's needed now is a fresh and com-

Continued on Following Page



## LETTERS TO THE EDITOR

## How Best to Structure the Financial-Aid System

TO THE EDITOR:

The article "A Debate Over Proposals to Drop Student-Aid Fees" (March 25) was helpful in bringing attention to this important debate.

However, the predominant focus of the piece on application fees may have distracted readers from the more central issue in the pending legislation, especially in the House of Representatives. That issue is whether students should continue to be able to apply for all types of financial aid with a single form. This issue was referred to midway through the article, but merited an in-depth discussion because it bears heavily on whether needy students will be able to access the aid system successfully.

For starters, I believe there is widespread agreement that, if at all possible, students should not have to pay a fee in order to demonstrate their eligibility for aid. That philosophy parallels the views held by many people, including many in Congress, that students shouldn't have to pay an origination fee (which can amount to hundreds of dollars) in order to obtain federally subsidized loans. However, the same economic realities that dictate origination fees and insurance premiums for government loans make fees for financial-aid forms a necessity today. Eliminating fees means finding support elsewhere for the delivery system, and that priority has to compete with all the others for public support.

Thus, the central question for this debate should be how best to structure the application and delivery system, not how to finance it. . . . Our challenge is to assure that students

can apply for aid simply and that we can award them aid in a timely fashion that supports, rather than interferes with, their enrollment decisions. Aid delayed is in fact aid denied. This is especially true for those from disadvantaged backgrounds, who need the aid most.

The current financial-aid application system, known as Multiple Data Entry, has allowed students to apply with one single form for financial assistance from several sources (federal, state, institutional, and private). The system lets students provide supplemental data along with the information needed for federal purposes, so that states and institutions can make their award determinations (which require the supplemental data) without burdening the student with an additional application. It thus provides a simple and direct access to aid for students and expedites timely decisions from all sources of aid.

Unfortunately, the House reauthorization proposal would disrupt this system by artificially separating federal and non-federal data collection. Anyone who works with students knows that as the application process gets more complex, more and more students fail to make their way through it to obtain the aid to which they are entitled. . . . The Senate version, by contrast, seems to preserve the student-aid partnership among all data users, but leaves a number of unanswered questions about the structure and financing of the delivery system.

I agree that low-income students shouldn't pay a fee, but the overall aid-delivery system should not have to be dismantled in order to accomplish this objective. Whether fees ac-

tually limit access can be debated. But there is no debate about multiple forms. Students would be the big losers.

There was another part of the article that was misleading and troublesome—namely, the implication that the non-profit organizations that process the financial-aid forms are selfishly arguing to maintain the *status quo* because it is the most advantageous financial position for them. From where I sit (as elected chair of the College Scholarship Service's National Assembly and Council), this could not be farther from the truth.

The College Board does indeed recover the costs of its services through student fees and institutional charges and is, therefore, a "vendor" in the aid-delivery process. But the College Board is first and foremost a membership organization. The secondary schools, state agencies, and postsecondary institutions that are members of the College Board propose, help to develop and implement, and fine-tune the services of the College Board. As a member representative who has served in governance positions for the last five years, I can state that the membership is committed to providing timely, efficient services that permit the effective and equitable distribution of billions of dollars of financial assistance to needy students. The members determine the service levels, and they carefully review and validate the fee that is charged for those services. Thus, it is the College Board membership—whose representatives are drawn from the admissions, counseling, and financial-aid communities—that is not only responsible for but proud of the profes-

sional and comprehensive services that are provided.

JAMES SCANNELL  
Vice-President for Enrollment,  
Placement, and Alumni Affairs  
University of Rochester  
Rochester, N.Y.

TO THE EDITOR:

Thomas J. Deloughry's article was a balanced piece on a technically and politically tangled issue.

I want to clarify one point, however, regarding the use of application-fee revenue to support publications about student aid and the training of counselors and aid administrators. In the case of the College Board's College Scholarship Service, less than 10 percent of CSS expenditures are devoted to publications and training—not an inordinate investment in these essential activities. Sometimes these services are termed "ancillary," but the schools and colleges that are members of the College Board believe that they are in fact integral to the entire financial-aid process.

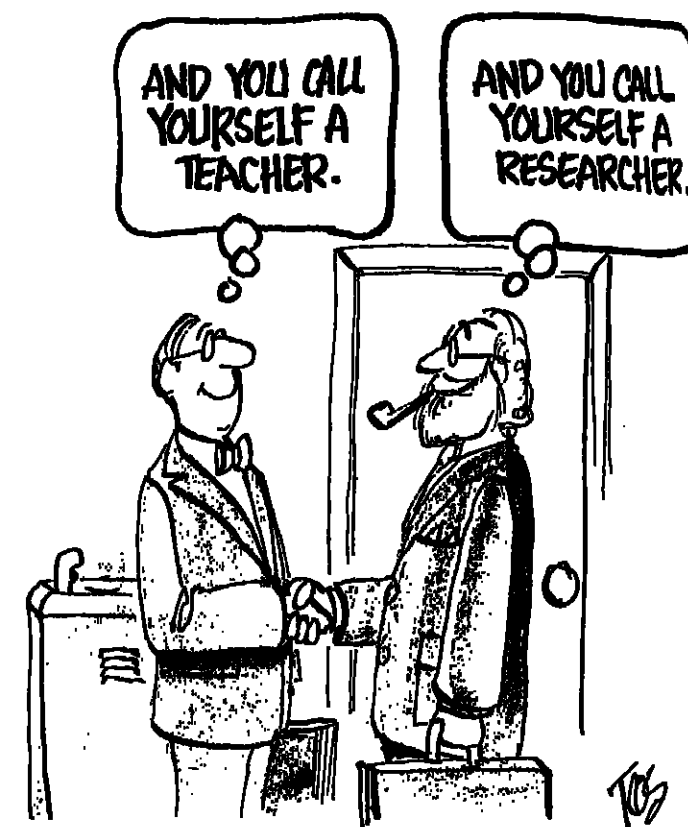
Whatever strictures Congress may seek to impose on the charging of application fees, continuing these efforts is in the best interests of needy students who rely on financial aid. One way or another the revenue must be found through the federal-state-institutional aid partnership. Accurate, accessible information about the process and well-trained professionals in the field are as important to effective aid delivery as the printing and processing of applications forms.

LAWRENCE B. GLADIEUX  
Executive Director  
The College Board  
Washington Office  
Washington

TO THE EDITOR:

Several points are left unsaid (in Thomas Deloughry's article), or are implied so subtly as to go unnoticed.

First, I doubt if most financial-aid offices have a strong preference for any of the current "need analysis" forms used to determine financial-aid eligibility. I suspect we all "prefer" a given form, because it is the one we're used to. . . . True, the Financial Aid Form does collect more information than the "free" form, but since so many financial-aid-eligibility determinants are completely arbitrary, concern about whether the selected form asks this question or that



THE CHRONICLE OF HIGHER EDUCATION

A. J. 700

## OPINION

the trivial, tedious debates surrounding the mechanics of financial aid are a smoke screen blinding us to meaningful innovation. NICK RENGLE  
Director of Student Financial Aid  
Olympic College  
Bremerton, Wash.

## The study of religion and spirituality

TO THE EDITOR:

I read with great interest Robert N. Solod's Point of View piece, "The Hollow Curriculum" (March 18), which laments the inattention to issues of religion and spirituality in college and university teaching. With the all-important proviso that it is not the function of higher education to "indoctrinate students with specific viewpoints or approaches to life," Mr. Solod emphasizes the importance of religious factors to arguments for and against multiculturalism and to courses in philosophy, literature, psychology (his own field), and political science. He persuasively argues that study about religion should be seen as a vital ingredient of social-scientific and humanities teaching. He might have added that even the Supreme Court's so-called "Prayer Ban" decision supported such study. I therefore join Mr. Solod in deprecating its absence from these curricular contexts.

However, it is an unfortunate irony that his article is also an instance of the problem he is seeking to address. While not represented at every institution—and perhaps not at Mr. Solod's—there is a discipline that is specifically concerned with the academic study of religion. In departments of religious studies or religion, scholars are exploring comparative, philosophical, biblical, sociological, historical, and literary expressions of spiritual phenomena or belief systems. Over 5,000 faculty and graduate students in the field participated in the joint annual meetings of the American Academy of Religion and the Society for Biblical Literature last November, while scholars in the social sciences meet yearly at the Society for the Scientific Study of Religion. Three of the score of scholarly journals in the discipline come from these organizations.

Consequently, although I agree that the fields and debates Robert Solod cites should not ignore religious dimensions of their own subject matter, I must note his ignorance of the departmental entity that is ex-

pressly and comprehensively focused on doing the academic job he wants done. With the help of informed faculty allies, it can do that job even more effectively—as it continues to respect the curricular prerogatives of other disciplines, such as psychology, which are properly housed in their own departments.

DANIEL C. NOEL  
Professor of Liberal Studies  
in Religion and Culture  
Vermont College of Norwich University  
Monpelier, Vt.

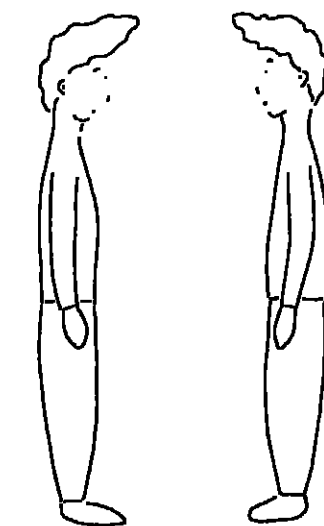
TO THE EDITOR:

Robert N. Solod's article is critical of psychology programs for ignoring topics related to religion and spirituality. He notes that the growing interest in the concept of multiculturalism will call for more attention to these topics. I was reminded of a comment that the Dutch psychiatrist Jan van den Berg made some years ago to the effect that spirituality rather than sexuality was the repressed area of contemporary society. Perhaps his statement explains partially why the psychological aspects of religious and spiritual experience have not been studied.

Of course, there are other reasons. The natural scientific model of mainstream psychology has tended to exclude these topics as not amenable to measurement or has reduced them to measurable terms. The former tends to relegate them to the category of non-experiences; the latter translates them into different experiences. For example, many people consider the experience of hope to include religious and spiritual dimensions. In a check last year of the *Psychological Abstracts* from 1983 to the present I found only three studies listed under this topic description, one from Czechoslovakia, one from a nursing school, and one from a social-work journal. However, there were 1,688 studies under the topic of expectation. Presumably "hope" had been reduced to "expectation," a concept amenable to measurement. If one interrogates his/her own experience or refers to phenomenological research, it becomes obvious that the experiences of hope and expectation are essentially distinct.

There are a number of psychology programs, such as our own, which have developed research methodologies based on a human-scientific or phenomenological model. In these programs it becomes possible to research in a scientifically rigorous

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IF CONFORMITY EVER RAISES  
ITS UGLY HEAD AT THIS SCHOOL,  
I'M OUT!

THE CHRONICLE OF HIGHER EDUCATION

CHINA BORDA

## QUOTABLE

"Secular rationalism has been unable to produce a compelling, self-justifying moral code."



AMERICAN ENTERPRISE INSTITUTE

WHEREAS MODERNISM had calmly accepted Nietzsche's dictum that "God is dead," it generally interpreted this to mean simply that institutional religion was moribund. But a handful of modernists jumped to the Nietzschean conclusion that if God is dead, everything is now permitted. That was implicit in modernism and more than implicit for those who believed themselves to be the avant-garde of modernism, but only with postmodernism has it become belligerently explicit and a dominant motif in the culture at large.

For centuries, as the focus on religion as a central human experience continued to dim, the intellectual world remained remarkably complacent. The satisfying rituals of religion, it was thought, could be replaced by an esthetic experience of the arts. Indeed, the aura of the sacred has largely been transferred from religion to the arts, so that the burning or even censorship of books is regarded as a greater sacrilege than the vandalization of churches or synagogues.

As for the moral code traditionally provided by religion, it was assumed that since modern individuals were rational moral agents, rational philosophy could be relied on to come up with a code that, if not identical with religion's, would be sufficiently congruent with it that the practical moral effect would be the same. From Immanuel Kant to John Dewey, that had been the basic assumption of secular rationalism, and it gave rise to the modern quasi-religion of secular humanism. Such a philosophical enterprise, it was believed, would converge on what John Dewey called "a common faith"—a faith in the ability of reason to solve all of our human problems, including our human need for moral guidance.

But this is a faith that has failed. Secular rationalism has been unable to produce a compelling, self-justifying moral code. Philosophy can analyze moral codes in interesting ways, but it cannot create them. And with this failure, the whole enterprise of secular humanism—the idea that man can define his humanity and shape the human future by reason and will alone—begins to lose its legitimacy. Over the past 30 years, all the major philosophical as well as cultural trends began to repudiate secular rationalism and secular humanism in favor of an intellectual and moral relativism and/or nihilism.

BOURGEOIS CAPITALISM began with a kind of benign toleration of religion but a firm commitment to Judeo-Christian morality. In this respect, Adam Smith and our Founding Fathers were of one mind, one sensibility. Their fundamental error, doubtless attributable to their rationalism, was a complacency about how this morality relates to its religious roots. Having made this error, they compare unfavorably with the Church Fathers of Christianity, who had to confront in the first three centuries A.D. powerful movements to keep the Old Testament out of the Christian Bible. . . .

The bourgeois capitalist revolution of the eighteenth century was successful precisely because it did incorporate the older Judeo-Christian moral tradition into its basically secular, rationalist outlook. But it erred in cutting this moral tradition away from the religious context that nourished it. And so, in the nineteenth century in all Western nations, we had

what was called a "crisis of faith" among writers and philosophers. It was not yet a crisis in moral beliefs. George Eliot wrote that God was "inconceivable," "immortality" "unbelievable," "but Duty nonetheless" "peremptory." A few years later, Nietzsche came along to proclaim that Duty was an illusion fostered by the Judeo-Christian "slave morality." Nietzsche was not taken seriously until after World War II—a war that Hitler lost but that German philosophy won.

TODAY, in our academic and intellectual circles, Nietzsche and his disciple, the Nazi sympathizer Martin Heidegger, are almost unanimously regarded as the two philosophical giants of the modern era. It is important to understand that their teachings are subversive not only of bourgeois society and the Judeo-Christian tradition but also of secular humanism, secular rationalism, bourgeois morality—and, in the end, of Western civilization itself.

This cultural nihilism will have, in the short term, only a limited political effect—unless we have a massive, enduring economic crisis. The reason cultural nihilism will not prevail—this is still the good news—is that a bourgeois, property-owning democracy tends to breed its own antibodies. These antibodies immunize it, in large degree, against the lunacies of its intellectuals and artists. The common people in such a democracy are not uncommonly wise, but their experience tends to make them uncommonly sensible. They learn their economics by taking out a mortgage, they learn their politics by watching the local school board in action, and they learn the impossibility of "social engineering" by trying to raise their children to be decent human beings. These people are the bedrock of bourgeois capitalism, and it is on this rock that our modern democracies have been built.

But a society needs more than sensible men and women if it is to prosper: It needs the energies of the creative imagination as expressed in religion and the arts. It is crucial to the lives of all our citizens, as it is to all human beings at all times, that they encounter a world that possesses a transcendent meaning, a world in which the human experience makes sense. Nothing is more dehumanizing, more certain to generate a crisis, than to experience one's life as a meaningless event in a meaningless world.

In a sense, it is all Adam Smith's fault. That amiable, decent genius simply could not imagine a world in which traditional moral certainties could be effectively challenged and repudiated. Bourgeois society is his legacy, for good and ill. For good, in that it has produced through the market economy a world prosperous beyond all previous imaginings—even socialist imaginings. For ill, in that this world, with every passing decade, has become ever more spiritually impoverished. That war on poverty is the great unfinished task before us. The collapse of socialism, along with the vindication of a market economy, offers us a wonderful opportunity to think seriously about such an enterprise. Only such an enterprise can ensure a capitalist future.

—Irving Kristol, Fellow  
at the American Enterprise Institute,  
in the March/April issue  
of *The American Enterprise*. Copyright 1992.  
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from *The American Enterprise*.

## Colleges Must Find Ways to Eradicate Racial Divisions

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prehensive effort by colleges and universities to address these issues directly. Our conversations with young people revealed that rarely has any teacher, parent, or other significant adult asked them to reflect on racial attitudes. While some colleges and universities have made a stab at addressing this issue, such efforts are often limited and available to some, but not all, students.

EDUCATORS can fill that gap by putting a top priority on developing effective programs that directly confront racial misunderstandings, spike myths, and invite a healthy dialogue about campus policies or events that strike a racial nerve. To have a real impact, programs must have the clear and public backing of the administration and the faculty. Efforts should be more than marginal, *pro forma* undertakings. Students need to receive a strong message that these issues are important and must be of concern to all students.

Thus, college administrators should actively seek out and experiment with programs, exchange information with other institutions about programs that really work, and put the necessary resources behind them.

People For the American Way is now testing one such program, North Carolina Students Teach and Reach, in several school districts in the state. The program enlists the help of college students in holding discussions about race and other social divisions among high-school youths.

As we evaluate, refine, and expand the program, we also plan to serve as a clearinghouse for information on other such programs around the country.

Charitable foundations have made substantial new

support available for programs to improve race relations on college campuses. Successful models are out there, and more are being developed every year. What's needed now is strong and forceful leadership at individual colleges and universities—leadership prepared to invest the time and energy in producing results and prepared to cope with controversial issues.

Toward that end, administrators should not be diverted by the debate over "political correctness," since issues of race defy ideological labeling and transcend campus politics-as-usual. Our study's results remind us that the vast majority of students do not frame their perceptions as "pc" or "non-pc," and we must understand their thinking in order to reach them effectively.

WHEN YOUNG PEOPLE are forced to examine their own racial attitudes, we found, something remarkable happens. They themselves begin to sift out the truths from the half-truths, myths, and stereotypes. After a probing focus-group discussion, one 19-year-old who had voiced racial stereotypes observed: "It's making me see I don't know where I stand, because I thought I wasn't prejudiced, but the more we talk, it seems like I am."

In the end, most of these youths reaffirmed the moral framework that joins us as Americans: They demonstrated an abiding sense of fairness, a willingness to assume personal responsibility, and a hunger for educational opportunity. We must begin to build on those values.

Arthur J. Kropp is president of People For the American Way, a 300,000-member non-partisan constitutional liberties organization.

## Letters to the Editor

Continued From Preceding Page  
way the psychological aspects of religious or spiritual experiences. Over the years doctoral dissertations in our department have been written on such topics as charismatic Christian spiritual healing in a traditional and contemporary social context; adult disillusionment with religion, marriage, or a career; the relationship of values, actions, and mental health; the psychological structures of transcendental, yoga, and Ignatian meditation, etc. A current dissertation deals with the experience of the sacred in subjects' lives. When one starts with descriptions of experience, it is not necessary to exclude these topics or to reduce them to something else.

In Solld's article the field of clinical psychology was singled out for not requiring students to learn about the role of religion in people's lives. We are fortunate to have at Duquesne University an Institute of Formative Spirituality where different religious and spiritual traditions are studied. Our Ph.D. students in clinical psychology are required to take one course in the institute or in the philosophy department in order to broaden their understanding of the place of spirituality and tradition in people's lives.

One other development . . . is an international, interdisciplinary project on Cultural Heritage and Contemporary Life sponsored by the Council for Research in Values and Philosophy in Washington. In this project, teams of scholars in Africa, Asia, Europe, North America, Central and Eastern Europe, and Latin America have been articulating the values of their own cultures and their confrontation with contemporary values. . . . Psychologists, other social scientists, and philosophers from different cultures have been researching . . . topics together in the hope of coming to some agreement on the shared values that will be necessary for the 21st century.

As the concept of multiculturalism grows in importance, I expect the interest in religion and spirituality to grow as well. I am grateful to Robert Solld for encouraging psychologists to become more involved in these

topics, which are central in so many people's lives.

RICHARD T. KNOWLES  
Chair and Professor of Psychology  
Duquesne University  
Pittsburgh

### TO THE EDITOR:

Robert N. Solld would have us give religion its appropriate place of honor among the spiritual pursuits and not to refer to people as "zealots" or "fanatics." I am deeply committed to the teaching of comparative religion mainly because the world is currently as dangerous a place as we have seen over the past 4,000 years, since Abraham walked out of the Chaldean Desert. We are in an apocalyptic moment of the Millennium where at least three major religions



CHRISTOPHER VOLLEY

harbor groups who believe that the time has come for the world to be destroyed by fire, since it had once been destroyed by flood. In an age of advanced thermonuclear technology, we have finally come to a moment when the world possesses the capability to destroy itself—all in the name of God. From Jericho and Ai, to Islam's spread and the Crusades, "spiritual" people have been making war in the name of the Lord. Now, again the Azeris and the Armenians kill each other, as do the Serbians and the Croats, the Muslims and the Hindus; the Pope speaks of Christian Europe; and missiles fly

over Jerusalem, where spears were once thrown. This may be a manifestation of what Professor Solld calls "deep spirituality." In any case, it should be studied, but it is a frightening development.

SOL GITTLEMAN  
Professor of Judaic Studies  
Tufts University  
Medford, Mass.

### TO THE EDITOR:

Thank God (if you'll pardon the expression) we are beginning to open up the subject of religion and spirituality as a respectable area of intellectual interest in the American university. The recent "Point of View" article by Robert N. Solld is a long-overdue reaction to the sad and harmful state of affairs in the education of our leaders and teachers, and the educated population in general.

The time is right, now. And let us move the discussion another step and out into public view. It seems clear that the American people harbor ambivalence, if not negative, attitudes concerning the place of the university in society. As one of the educated persons outside academia that Solld mentions, I suggest we make this issue an occasion of national awareness to once again bring the university into public life, and demonstrate its relevance to the world at large.

It couldn't hurt—or could it?  
BLAISE C. MAZZELLA  
Vice-President  
Red Balloon Home Services Inc.  
Arlington, Va.

## Financial support for graduate students

### TO THE EDITOR:

Rarely have I seen such a sad and ultimately dishonest study as that of Frank L. Morris comparing support for international students with support for American minority students ("Foreign Students Said to Get Aid Preference Over U.S. Minorities," March 11).

In most graduate programs virtually no international students will enroll absent institutional support; they are normally not eligible for any external support, particularly need-based aid, and either cannot or will not pay the very heavy tuition and fees that they inevitably face at both private and public universities. In contrast, minority students—like American majority students—can often get external support and, at public institutions, face dramatically lower in-state charges.

What is remarkable about Morris's study is that the proportion of international students without institutional support is as high as it is—I am surprised so many international students find the resources to pay for an American graduate education.

Morris's charges are particularly troubling because, first, they try to capitalize on the growing isolationist, even racist (i.e., anti-Asian) attitudes increasingly visible in American public debate and, second, they misrepresent the challenges we face in doctoral education. The real tragedy is the extraordinary failure to attract American students of any hue to graduate school—in some fields there are only a minority of Americans among doctoral candidates—compounded by the failure to prepare and attract minority students to post-baccalaureate education. And that flows in part from the failure to improve college attendance and completion rates for black and Hispanic students, particularly males.

The high proportion of international students in many doctoral fields ought to be a cause for deep concern

because of what it says about undergraduate education and society's priorities. But Morris's charges misrepresent the issues and misdirect public discussion. FRED V. CARSTENSEN  
Director of Graduate Studies in Economics  
University of Connecticut  
Storrs, Conn.

### TO THE EDITOR:

Debra E. Blum's article . . . was a timely piece on an issue that deserves greater scrutiny.

Although we have been writing about this issue for some time, most graduate deans have attempted to explain why minority students are served so poorly through the graduate-school financial-aid process by giving one or all of the following responses: (1) they cannot find qualified, minority, graduate-student applicants; (2) minority students are clustered in disciplines (education, the humanities, the social sciences) other than science and engineering, which most foreign students study; or (3) minority students as U.S. citizens qualify for federal loans, whereas foreign students do not.

We here at the National Consortium for Graduate Degrees for Minorities in Engineering and Science (NGEM) take issue with all of the above. Our experiences over 15 years show an excellent pool of qualified students available who would welcome the opportunity to attend graduate school. The limiting factor is graduate financial aid. This past year NGEM's recruiting process produced over 600 minority engineering and science applicants with 3.0 GPAs or better (average GPA was 3.4) who were looking for opportunities to attend graduate school. Most of these students cannot find funding through the graduate schools that they would like to attend. If they were foreign-student applicants, many of them would be funded.

On the last issue, where the argument centers on foreign students' not being eligible for federal loans (a case also made in Ms. Blum's article by Jules B. LaPides, president of the Council on Graduate Schools), we at NGEM ask: "Why should minority students or any American citizen need to take a loan while foreign students are given aid in the form of an assistantship through the university that does not have to be repaid?" Not only does this leave the American citizen with a loan repayment that foreign students don't have, but the assistantship form of funding is more conducive to completion of the doctorate. In addition, students studying

on university-based assistantships are placed in closer contact with their department and thus have greater access to the university resources (other graduate students, equipment, study space, mentoring, funded research, dissertation topic, etc.) necessary for completion of the doctorate in an efficient and timely fashion.

If the U.S. Department of Education can declare race-specific aid to underrepresented minority American citizens unconstitutional, then we must question the fairness of a system that favors foreign students who get all of the funding in their home country and the overwhelming share of all funding in the United States.

HOWARD G. ADAMS  
Executive Director of National Consortium for Graduate Degrees for Minorities in Engineering and Science Inc.  
Notre Dame, Ind.

## Minority recruiting helps combat racism

### TO THE EDITOR:

An incident involving two small Montana colleges this past winter may illustrate why administrators should try to achieve as representative a mix of ethnic groups among their students as they can.

College A, located in a remote mountain valley, ranks last or close to last among the state's four-year colleges in percentages of Native American, black, Asian, Hispanic, and foreign students, according to a report in *The Chronicle* ("College Enrollment by Racial and Ethnic Group," March 18).

College B, located in the state's largest city, ranks No. 1 in all categories mentioned above, except for enrollment of Native Americans, for which it is No. 3. Worth noting is that there are several junior colleges on nearby reservations that serve most of the Native-American youth.

Last winter, College B's basketball team, which included two blacks and two Native Americans, went to College A's small town for a conference game. During the contest, rude, racially oriented shouts and yells were directed at the minority students by a few local students.

The event was reported to the press by a spectator and was a considerable embarrassment to the college, as well as a serious affront to the players who were orally attacked.

Students can learn to understand those from other ethnic groups as they attend classes together, work in



THE CHRONICLE OF HIGHER EDUCATION

"He may be a genius but he sure can't write."

## OPINION

labs, eat in a common dining hall, reside in dormitories, etc. College administrators can help by deliberately recruiting minority students to achieve such a mix.

ROBERT H. LYON  
Retired Professor of Speech Communication  
Rocky Mountain College  
Billings, Mont.

## Publisher defends permissions fees

### TO THE EDITOR:

In citing a \$500 permission fee requested by the University of Georgia Press for an essay in one of its books ("Fair use" questions plague copyright law," Letters to the Editor, March 18), Sharon Scholl left out some details that, in fairness to us, deserve mention.

First, our standard permission fee—which has not changed in about 15 years and which applied to Professor Scholl's request—is just 5 cents per page per copy, half of which would have gone to the author of the essay. Second, of the seven examples of publishers' allegedly excessive permission fees that Professor Scholl offers, she neglects to mention the length only of the University of Georgia Press essay. It is 26 pages long, by far the longest of the excerpts she cites. In addition, Professor Scholl was not asked to pay the entire \$500 at once, as one might infer from her letter, but was asked to pay for only the actual usage per year, over five years. Finally, Professor Scholl emphasizes that her permissions would expire after 400 copies. Speaking for my press, that is a figure she herself suggested, not a limit we routinely impose. . . .

Publishers are not in the permissions business, they are in the book publication business. Every request for permission to excerpt a lengthy passage or chapter from a book might be viewed as a lost sale of that book. This is particularly true of essay collections, in the instances where a professor might want to use only one or two from a volume for a class reading packet. The essay for which Professor Scholl contacted us for reprint permission is a very good one, but so are the others in that volume, and our commitment is equal to all of them.

I know of no publisher who published an essay collection on the basis of the permissions fees they stood to make from it. Permissions may be a lucrative source of secondary income for some; for us they are basically a service we feel obliged to offer. And, given some of the eminent writers whose works Professor Scholl wished to excerpt, it is odd that she failed to speculate about the hand they, or their estates, might have had in setting permissions terms.

I think there is a grain of truth in Professor Scholl's statement that "in this country you really are not permitted to have free access to ideas; you can have only those you are willing or able to pay to access." But, to whatever extent publishers might overcharge for permissions fees, they would not be somehow limiting access to ideas but to particular expressions of ideas. That is an important distinction that Professor Scholl fails to make, perhaps because it undermines her pronouncement.

Further, I think that Professor Scholl's proof of her statement about free access to ideas—her personal experience—is weak. She set up very narrow criteria—a specific selection of reading material for a specific group of people at a certain time in a certain place—and, on the basis that things did not work out to her expectations, broadly condemns publishers as some kind of economic censors. Or, perhaps, is it that publishers are guilty of colluding to strew kindred knowledge and ideas through-out vastly different books in order to boost overall sales? . . .

As an employee of a university press, I cannot abide at all Professor Scholl's statement about the "greed of publishers" (something also stated or implied in the two otherwise more informative letters that appeared along with hers). Scholarly

publishing is overwhelmingly driven by editorial, not marketing, concerns. When a university press rejects a book on economic grounds, it is rarely for concerns about unprofitability, but most likely because cash-flow problems prevent coverage of the book's initial costs. At a time when so many university presses are in serious trouble, tiresome, uninformed statements about greed are inappropriate.

Professor Scholl's letter is especially ironic to me in light of the lead title my press published in fall 1991, *The Nature of Copyright: A Law of Users' Rights*, by L. Ray Patterson and Stanley W. Lindberg. . . . The book argues for a sweeping wider interpretation of fair use than now exists. Almost every page says something that should have academics and librarians running through their halls in glee. Yet, despite our best efforts to spread the word about this book, its acceptance has been only moderate. As a publisher, we have stuck our neck out for scholars, librarians, anyone who looks over their shoulder when they photocopy a few pages from a book. While we have not yet had our head chopped off, neither has our hand been shaken nearly enough.

DAVID E. DES JARDINES  
Assistant Marketing Manager  
The University of Georgia Press  
Athens, Ga.

THE CHRONICLE OF HIGHER EDUCATION

Prof. T. P. Sims



Not yet available on video, thank goodness.

THE CHRONICLE OF HIGHER EDUCATION

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DAVID E. DES JARDINES  
Assistant Marketing Manager  
The University of Georgia Press  
Athens, Ga.

## Treatment of statistics in NCAA study criticized

### TO THE EDITOR:

Your article on the National Collegiate Athletic Association report on gender differences in athletic funding ("Men Get 70% of Money Available for Athletic Scholarships at Colleges That Play Big-Time Sports," New Study Finds," March 18) takes a rather unsophisticated view of statistics. Your article, including outraged cries from women on campus, actually shows that women make up 30.9 percent of the athletes and get 30.5 percent of the scholarships. Most of the figures reported did not make an adjustment for the fact that there are more than twice as many male athletes as female. It is true that they get less than 30 percent of athletic operating expenses, recruiting expenses, and coaching salaries. However, since there is no women's football team, those costs should be subtracted from the men's figures. Those costs are among the most expensive of any sport (and they probably produce the most revenue of any sport).

It seems clear that some women want income produced by certain men's sports to subsidize women's sports. I am not sure if this is justified, but your article could have made the issues more clear, instead of muddying them with improper "scare" statistics. Another way of helping to equalize money spent for women's sports would be to get more women students to go out for sports. I think that a case could also be made for increasing salaries for women's sports, but it is hard to say where the dollars should come from if the sport does not generate them from ticket sales or TV.

RICHARD C. EVENSEN  
Associate Professor of Psychiatry  
University of Missouri at Columbia  
School of Medicine  
St. Louis

## Classic literature for general readers

### TO THE EDITOR:

We appreciate Charles R. Larson's recommendation of the authoritative texts of American classics



"It's hard to believe that a little less than four years ago, most of you were marching across campus, 15 abreast, chanting in unison, 'Hey, hey, ho, ho, midterm exams must go!'"

published by The Library of America, especially for graduate courses ("Book Buying: A Luxury for the Rich?" Point of View, March 11). And we agree and sympathize with his general points about the rising cost of books for the educational market.

But he misses the mark when he suggests that The Library of America series somehow fails in its objective to make "classic works easily available in affordable editions" to general readers. In fact, "general readers"

health, I have come up against this issue several times. It was the information presented by Elizabeth Whelan, director of the American Council on Science and Health, who claimed that occupational and industrial carcinogens account for only 1 percent of all cancers, followed by her statement of justification that "I am an epidemiologist. What I know is not an opinion. It's a fact." That prompted me to write. Surely, Ms. Whelan has never spoken with families who have been affected *en masse* by these pollutants or she would begin to question the framework of her investigation.

To put it simply, epidemiology is derived from an infectious-disease model, either biological or genetic. Environmental hazards do not fall into this category. Therefore, the basis of study at this level of inquiry is invalid, sort of like trying to pick up ice cubes with a toothpick. Once in a great while there will be an airhole just the right size to pick up the ice cube, but most of the time trying to form such a relationship will fail.

If scientific inquiry stems from objective examination, then shouldn't that objective discovery process also include questioning the validity of using the epidemiological framework as well?

Try telling Ms. Mozzetta Weichel of Gainesville, Ga., a woman whose home of 40 years abuts a local industrial site, that the deaths of her two children from lupus, her husband's death from cancer, the brain tumor removed from her head, or the deaths of over 25 of the 40 residents on that block, were simply a biological accident. I doubt you will be very persuasive.

LIZETTE TUCKER  
Interim Director for Service Training  
for Environmental Progress  
Vanderbilt University  
Nashville

## Is cancer caused by the environment?

### TO THE EDITOR:

I read with interest the article by Stephen Burd on the issue of considering cancer as an environmental disease ("Scientists Ask: Should War on Cancer Be Re-Focused on Environmental Causes?" March 11). As the director of a program that provides technical assistance to communities that are battling with industry and government to protect their environment and the quality of their

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed. Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



THE CHRONICLE OF HIGHER EDUCATION

"I'd like to stay here, but the faculty traded me to Mervin U."

FOR BURCH



# Bulletin Board

- Faculty exchange
- For sale
- Housing exchange
- Index
- Positions available

- Positions wanted
- Public notices
- Rentals
- Services
- Wanted

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### Deadlines

Copy and artwork must be received by the dates below. No cancellations or changes can be accepted after the closing hour (Eastern time). No space reservations accepted.

Issue Date	Closing Date
May 6	Monday, April 27, 2:00 p.m.
May 13	Monday, May 4, 2:00 p.m.
May 20	Monday, May 11, 2:00 p.m.
May 27	Monday, May 18, 2:00 p.m.
June 3	Friday, May 22, 5:00 p.m.
June 10	Monday, June 1, 2:00 p.m.
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## BULLETIN BOARD: Positions available

### Department of Mathematics

## Professor

Salary: \$A73,800 (\$A77,900 from July 1992)

The Royal Melbourne Institute of Technology invites applications for the position of a Foundation Professor in Mathematics.

The Department of Mathematics conducts a degree course in mathematics, both at the ordinary and Honours level. Graduate Courses include: Graduate Diplomas in Applied Statistics; Mathematical Methods and Operations Research; Masters by Coursework and Research and PhD programs.

There are more than 300 full-time, part-time and external students enrolled for courses offered by the Department. The above number includes nearly 80 students who are undertaking post-graduate courses. Approximately 1,800 students from other RMIT Faculties are also taught by the staff of the Department of Mathematics.

It is expected that the successful candidate will have postgraduate qualifications in one or more of the following: Applied Mathematics, Engineering Mathematics, Operations Research and Statistics. Applications are sought from those with distinguished publication record in one or more of the above areas. The successful candidate will assume a particularly active role in directing original post-graduate research and provide academic leadership in his/her area of expertise.

Further information about the Department of Mathematics may be obtained from Assoc. Prof. R. Vasudeva, phone 613 660 2286.

A position description may be obtained from Human Resources Management Group by phoning 613 660 4600 or fax 613 663 4453. Applications in writing and quoting reference number 123-30-A giving full personal particulars, (including working details of academic qualifications and names and addresses of three referees should be forwarded to the Senior Appointments Officer by Friday 29th May 1992.

A merger between RMIT and Phillip Institute of Technology is expected to take effect from July, 1992.

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## GEORGE MASON UNIVERSITY Graduate School of Education

Educational Technology—Assistant/Associate Professor (tenure track). Emphasis on instructional design and development. Qualifications: earned doctorate in educational technology or related field such as instructional design, instructional technology or educational psychology. Knowledge of typical computerware used in public schools required. Teaching experience at K-12 level and design experience preferred. Knowledge of ID&D in non-school settings desired. Responsibilities: teaching master's/doctoral courses in instructional design and educational technology; collaborating with area schools and businesses on educational improvement; contributing to university-wide educational technology initiatives. Search committee chair: Dr. Charles S. White.

School-based MA—Open Rank (tenure/tenure track). Two positions to support a new degree program focused on teacher research coordinated by the Institute for Educational Transformation. Qualifications: earned doctorate; experience with teachers and teaching; research record on schools, classrooms, and/or teacher research; work in partnership, preferably in culturally diverse contexts; ability to work continuously to sustain excellence in teaching in schools/higher education; commitment to multifaceted innovation in professional education including the application of technology. Faculty will be based at the University's Prince William Institute. Search committee chair: Dr. Hugh T. Sockett.

Closing date: May 15, 1992. Letters of nomination, application and vita should be addressed to the above named individuals at:

George Mason University  
Graduate School of Education  
Fairfax, Virginia 22030

GMU is an AA/EEO and encourages nominations and applications of individuals from traditionally underrepresented groups.

References to Judith A. Tyson, Director of Human Resources, George Mason University, 1000 University Blvd., Fairfax, VA 22031, by May 1, 1992. An Equal Opportunity, Affirmative Action Employer.

Admissions/Belmont Abbey College is seeking a Director of Admissions. This position reports directly to the Vice President for Enrollment Management. Belmont Abbey College is a private, co-educational, liberal arts college affiliated with the Roman Catholic Church and sponsored by the Order of the Holy Sepulchre. The college was founded in 1876, the college's mission is to provide a liberal arts education for men and women. The Director of Admissions is responsible for the development and implementation of the college's admissions program. The Director of Admissions is also responsible for the recruitment of students and the development of the college's admissions materials. The Director of Admissions is also responsible for the development of the college's admissions website. The Director of Admissions is also responsible for the development of the college's admissions brochure. The Director of Admissions is also responsible for the development of the college's admissions letter. 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## JOHN TYLER COMMUNITY CENTER

### Announcement of Faculty Vacancies

**ENGLISH**—Instructor/Assistant Professor (2). To teach remedial college level writing, introductory literature, 15 credits per semester (one person likely to be hired for developmental writing). Participate in curriculum and professional development, keep ten office hours per week to meet with and advise students, serve on committees as assigned, attend institutional functions and contribute to the general life of the College. Qualifications: Master's degree in related field, with 18 graduate semester hours in teaching field required; teaching experience, understanding of the community college environment and mission.

**COMPUTER INFORMATION SYSTEMS**—Instructor/Assistant Professor. To teach programming languages (to include COBOL, BASIC, PASCAL, C, ASSEMBLY, FORTRAN, and C++), database management, and systems analysis/design. Assisting with registration and advising, curriculum development, and review of instructional materials. Qualifications: Master's degree with 18 graduate semester hours in computer information systems, two years' related occupational experience preferred, bachelor's degree in computer related field and two years' related occupational experience minimum.

**OFFICE SYSTEMS TECHNOLOGY**—Instructor/Assistant Professor. Teach courses in Office Systems Technology, including word processing, shorthand, keyboarding, office procedures, and business communications. Teach a variety of software applications, including word processing, spreadsheets, databases, and desktop publishing. Integrate computer use into all classes. Curriculum development, student advising, and committee participation are also a part of this job. Will be scheduled to teach day and evening classes, possibly at multiple locations. Bachelor's degree in Office Administration or Business Education and two years of occupational experience minimum; master's degree in related field and teaching experience preferred. Demonstrated ability to use variety of computer software required.

**NURSING**—Instructor/Assistant Professor. To teach nursing courses which include theory and clinical teaching in Maternity and fundamental medical/surgical nursing, curriculum development, and student advising. Qualifications: Master's degree in nursing required. Teaching experience preferred. Demonstrated ability to teach day and evening classes, possibly at multiple locations. Bachelor's degree in Office Administration or Business Education and two years of occupational experience minimum; master's degree in related field and teaching experience preferred. Demonstrated ability to use variety of computer software required.

**NURSING - PROGRAM HEAD**—Instructor/Assistant Professor. Coordinate Associate Degree Nursing Program, schedule and staff courses; recruit, hire, supervise, and evaluate faculty; develop & coordinate curriculum; assure program meets requirements of State Board of Nursing & NLN; develop internal & external constituencies; conduct graduate follow-up studies; serve on committees, other duties assigned. Qualifications: Master's degree in nursing program, current RN license in Virginia (or eligible for licensure); experience in administration of a nursing education program, budget management skills, public relations skills.

**AUTOMOTIVE TECHNOLOGY**—Instructor. To teach automotive transmission, accessories, air conditioning, emission control systems, and high efficiency fuel systems in a comprehensive A.A.S. degree program. Qualifications: Bachelor's degree in Automotive Technology or a related field and extensive demonstrated occupational experience required. Master's degree helpful.

#### GENERAL

Appointment Date: August 16, 1992. Academic rank and salary are based upon qualifications and experience in accordance with established schedule and compensation procedures. Excellent benefits package included.

All teaching schedules may include a combination of day, evening, off-campus, and/or short courses/continuing education for business and industry. Previous teaching experience and computer competency preferred.

#### THE COLLEGE

John Tyler Community College is a fully accredited, comprehensive community college located within 15 minutes driving time of Richmond. The geographical region contains over 500,000 people. The College serves over 6,000 students in 27 curricula programs, most of which lead to associate degrees.

#### APPLICATION PROCESS

A Commonwealth of Virginia Application for Employment Form (#10-012), two letters of recommendation, and college transcripts must be received by 5 p.m. on June 1, 1992. Resumes alone are not acceptable. Apply to: Personnel Office, John Tyler Community College, 1000 College Drive, Chesapeake, VA 23331. Telephone: (804) 796-3111. Toll-free in VA: (800) 552-3490.

**AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. MINORITIES AND WOMEN ARE STRONGLY ENCOURAGED TO APPLY.**

## Professor of English

### 9-Month Salary: \$33,200

The Savannah College of Art and Design seeks applicants for a full-time faculty position in English composition and literature. The College offers B.F.A. and M.F.A. degrees in eleven majors, including art history, as well as the B.Arch. degree. Faculty applicants must possess a Ph.D. and should have previous teaching experience. Women and minorities are encouraged to apply. Send cover letter and resume to: Search Committee, SCAD, P.O. Box 3146, Savannah, GA 31402. AA/EOE.

**Athletic Training/Certified Athletic Trainer.** College seeks individuals to direct and supervise athletic training program, teach courses in training, first aid and CPR, advise on injury prevention and direct instruction. Qualifications include a master's in physical education and certification by NATA. Salary commensurate with qualifications. Send letter of application, resume, and three letters of recommendation to: Search Committee, SCAD, P.O. Box 3146, Savannah, GA 31402. AA/EOE.

**Athletic Training/Certified Athletic Trainer.** Kutztown University, an NCAA Division I institution, invites applications for a 10-month tenure-track, non-tenure-track position with faculty rank. Responsibilities include participation in the management and



## OAKLAND COMMUNITY COLLEGE

### Announces the following faculty opportunities

Oakland Community College, a public multi-campus institution serving 30,000 students, is located in Oakland County, a dynamic growth area in Southeastern Michigan.

**Qualifications:** A minimum of a Master's degree in the listed discipline, or the equivalent (18 graduate semester hours in the discipline). Applicant must possess required degrees at the time of application.

- Accounting (for 18 grad. cr. hrs. in Computer Info. Systems)
- Business Law (no required preference for MBA)
- English
- Counseling/Women's Studies
- English
- English/Developmental Education
- English (plus 18 grad. cr. hrs. in Reading)
- Mathematics
- Nursing (Medical/Surgical)
- Psychology
- Psychology (Cognitive)

**Qualifications:** A Master's degree in the discipline, or the equivalent (18 graduate semester hours in the discipline), plus 2 years' experience and all required licensure and/or certification. Applicant must possess required degrees at time of application.

In lieu of the Master's degree, the following may be substituted:

- A Bachelor's degree in the discipline and five years of recent work experience in the area, or
- An Associate degree in the discipline and eight years of recent work experience in the area, or
- Eleven years of recent work experience.

• Architectural Engineering Technology (Drafting/Design)  
• Aviation Flight Technology  
• Business Information Systems

**Starting Salary Range:** Between \$28,915-\$34,204 for ten months of service. Academic year runs September 1 through June 30. Excellent benefits.

**Starting Date:** Approximately September 1, 1992.

Applicants will be required to complete an application form and provide the following: cover letter, current resume, copies of transcripts for all earned degrees (photocopies acceptable).

To receive an application form, please call the Human Resources Department, Job Hotline at (313) 540-1578. Applications will be mailed through Thursday, May 7, 1992. Refer to position no. 88-18-a.

As an Affirmative Action, Equal Opportunity Employer, Oakland Community College is committed to ensuring the diversity of its faculty, staff and administration.

## NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Cypress College is seeking instructors who represent the multi-cultural diversity of our students and community. Our reputation in the community is a reflection of the quality of our faculty. We are currently seeking a well-rounded experience for every student.

Applications are currently being accepted for the following faculty position:

**Music Instructor**  
100% First-Year Tenure Track Contract  
Teach beginning, intermediate and advanced piano  
Deadline for applications: May 22, 1992

The filling of this position is contingent on available funding.

Located in Orange County, 40 miles southwest of Los Angeles, Cypress College is part of the North Orange County Community College District serving 18 cities in 18 school districts.

The NCCCD offers a generous benefits package, which includes health insurance and competitive salaries. We are committed to Affirmative Action and enthusiastically encourage applications from qualified women, minorities, and disabled individuals.

If joining our faculty interests you, please call or write for an application form, which must be returned by the deadline date:

North Orange County Community College District  
Office of Human Resources  
1000 North Lemon Street  
Fullerton, CA 92632-1318  
Phone (714) 871-4030 FAX: (714) 738-7883

## Professor of English

### 9-Month Salary: \$33,200

The Savannah College of Art and Design seeks applicants for a full-time faculty position in English composition and literature. The College offers B.F.A. and M.F.A. degrees in eleven majors, including art history, as well as the B.Arch. degree. Faculty applicants must possess a Ph.D. and should have previous teaching experience. Women and minorities are encouraged to apply. Send cover letter and resume to: Search Committee, SCAD, P.O. Box 3146, Savannah, GA 31402. AA/EOE.

**Athletic Training/Certified Athletic Trainer.** College seeks individuals to direct and supervise athletic training program, teach courses in training, first aid and CPR, advise on injury prevention and direct instruction. Qualifications include a master's in physical education and certification by NATA. Salary commensurate with qualifications. Send letter of application, resume, and three letters of recommendation to: Search Committee, SCAD, P.O. Box 3146, Savannah, GA 31402. AA/EOE.

**Athletic Training/Certified Athletic Trainer.** Kutztown University, an NCAA Division I institution, invites applications for a 10-month tenure-track, non-tenure-track position with faculty rank. Responsibilities include participation in the management and



## Faculty Positions in Management Systems, Decision Science and Information Technology

The Graduate School of Arts and Sciences invites applications for two academic positions in the Administrative Sciences Program. This multi-disciplinary program offers an M.S. degree in Management Information Systems, and an Executive Master in Information Systems (M.S. degree) for governmental and corporate executives. All courses are offered at the new Virginia Campus, a facility with a state-of-the-art computer laboratory equipped for group decision support systems, located minutes from Dulles Airport.

The senior faculty position of Academic Director of the Virginia Campus Administrative Sciences Program offers a starting rank of Associate Professor. The Director will provide leadership in teaching, research, personnel, budget, corporate and governmental liaison, and recruitment. Candidates should have a doctorate, university teaching experience, an established record of relevant publications, and considerable knowledge in the areas of information technology, management systems and related subjects. Experience in managing an organization, an information resources center, or a research program is highly desirable, as is expertise in information systems, and decision support and expert systems.

The second position is Assistant/Associate Professor, Management Information Systems. This person will teach graduate-level courses and advise students, and will have the opportunity to pursue research. Candidates should have a doctorate in information systems, or a closely related field, an established record of research and publications, and experience in the development and utilization of MIS. University teaching and administrative experience is desirable, as is expertise in decision and expert systems.

Both appointments are for five-year renewable contracts. Academic rank and salary are commensurate with qualifications and experience. The positions are available July 1, 1992. Review of applications will commence on May 15, 1992 and continue until the position is filled. Send letter of application, a complete vita, selected reprints, and letters from three references to:

Professor Edward J. Cherian, Administrative Sciences Program, Graduate School of Arts and Sciences, The George Washington University, 2136 Pennsylvania Avenue, NW, Suite 301, Washington, DC 20052.

EWJ/AA

## CHEYNEY UNIVERSITY OF PENNSYLVANIA

Founded in 1837, Cheyney University of Pennsylvania, the oldest historically Black institution of higher learning, is located 18 miles southwest of Philadelphia and is one of 14 universities within the Pennsylvania State System of Higher Education. Cheyney is now inviting applications for the following positions:

### FACULTY POSITIONS

**Foreign Language (Spanish):** Full-time, tenure track position. Teach introductory and advanced courses in Spanish.

**Foreign Language (French and Spanish):** Full-time, tenure track position. Teach introductory and advanced courses in French and Spanish.

**Political Science:** Full-time, tenure track position. Teach introductory and advanced courses in American and world politics.

**Science:** Full-time, tenure track position. Teach introductory and advanced courses in Molecular Biology and/or Biochemistry.

**Educational Administration:** Full-time, tenure track position. Teach graduate courses in Educational Administration and undergraduate courses in Education including but not limited to education law, educational change, etc.

**Education (Reading):** Full-time, tenure track position. Teach introductory and advanced courses in Education. Must be able to teach reading-related courses at the undergraduate and graduate levels.

**Health, Physical Education and Recreation (Interim):** Full-time, tenure track position. Teach introductory and advanced courses in Health, Recreation and Physical Education. Will be responsible for the planning and coordination of University intramural programs.

For all positions, a Master's degree is required (Ph.D. preferred) with at least three years of related teaching experience.

Cheyney offers a competitive salary (rank and step based on education and experience) and a competitive benefits package including tuition-free education for employees and their dependents.

Send letter of application, resume and official transcripts with 3 letters of reference to: Mr. Fred Tucker, Director, Human Resources, Cheyney University, Cheyney, PA 19319, postmarked not later than May 1, 1992.

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## ENGLISH FACULTY

The University of Guam solicits applications for the following tenure or non-tenure track, full-time position (one-, two-, or three-year appointment):

The Division of English and Applied Linguistics is seeking an Assistant or Associate Professor to teach, in a multicultural setting, a variety of courses from two or more of the following areas: Literature, Linguistics, Rhetoric and Composition, Developmental English, and ESL. In addition, to teaching, faculty members are required to engage in research, university service, and service to the community.

An earned doctorate is required in English, English Language and Literature, Linguistics, TESOL/Linguistics, or a closely related area. Desirable qualifications include two or more years of postsecondary teaching as well as experience teaching an ethnically diverse student population.

The salary ranges are:  
Assistant Professor \$34,307 to \$50,765 Per Academic Year  
Associate Professor \$39,300 to \$59,307 Per Academic Year

Completed applications must be postmarked no later than May 1, 1992 to be given full consideration by the committee. Application materials may be submitted by FAX to: (671) 734-3410. Persons interested in applying should submit a current curriculum vitae, official graduate transcripts, unofficial undergraduate transcripts, three (3) letters of recommendation sent directly by referees, and a letter of application requesting official application forms to:

Dr. Robert A. Burns, Chair  
English Search Committee  
c/o Personnel Services Division  
University of Guam  
UOG Station, Mangilao, Guam 96923

For more information, call (671) 734-9109/9533, or call Dr. John Rider toll free at 1-800-821-9233. EEO/AAE.



## MANAGEMENT DEPARTMENT CHAIR

### School of Business

Applications and inquiries are invited for the position of Chairperson, Department of Management. This challenging position requires dynamic leadership as the School of Business enters the final phase of preparation for AACSB accreditation. Qualifications include:

- Ph.D. or D.B.A. appropriate to teach in one of the following Management Department disciplines: Business, Policy/Strategy, Human Resource Management, Organizational Behavior, Production/Operations Management, or Management Information Systems.
- Substantial full-time faculty experience in an AACSB-accredited program.
- A demonstrated record of both sustained teaching excellence and ongoing scholarly research and publication sufficient to warrant appointment as a senior associate or full professor.
- Experience in an administrative or academic leadership capacity.
- Familiarity with the AACSB accreditation process preferred.

The School of Business has 38 faculty positions and enrolls approximately 1,000 students in six major fields of study. Classes are small, usually fewer than 25 students. The Management Department offers degree programs in General Management and Human Resource Management and currently has 11 full-time faculty.

With an enrollment of approximately 6,400 students, Ithaca College is the largest private residential college in New York State. It is coeducational, non-sectarian, and a nationally recognized leader in comprehensive college education. The college is located in the heart of the scenic Finger Lakes region, the campus occupies 60 acres in modern facilities overlooking Cayuga Lake and the City of Ithaca.

Salary is competitive and commensurate with professional background and experience. Review of applications will begin immediately and continue until the position is filled. Candidates should submit a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of at least three professional references to:

Management Chair Search Committee  
School of Business  
Ithaca College  
Ithaca, NY 14850

Ithaca College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

For all positions, a Master's degree is required (Ph.D. preferred) with at least three years of related teaching experience.

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## Faculty Positions Available

Located in Cambridge, Massachusetts, Lesley College is a recognized leader in the educational community for its innovative educational programs and delivery systems. Central to the College's mission is a commitment to high quality and creative instruction, the integration of theory and practice, and interdisciplinary study. Through its Undergraduate School, Graduate School, and School of Management, the college offers a variety of professional and liberal arts programs in the fields of education, human services and management to more than 5,000 students on campus and in off-campus programs regionally and nationally.

### Graduate School - Liberal Studies and Adult Learning Division

The division offers liberal studies and professional training at both graduate and undergraduate levels to adults preparing for careers in the creative arts, education, human services, intercultural relations and liberal studies. We have the following faculty openings for Fall 1992:

♦ **Creative Arts in Learning Program**  
(2 FT/12-month positions)  
Teach, advise students, and develop curriculum in a program which includes dance, drama, storytelling, music, poetry, and the visual arts into all aspects of learning. We are seeking applicants who are both artists and educators with experience teaching in public schools and/or higher education.

♦ **Liberal Studies/Adult Baccalaureate**  
(1 FT, 1 PT/12-month positions)  
Teach, advise, supervise independent studies, evaluate experiential learning and assist in developing graduate liberal studies courses. We are seeking applicants who are interdisciplinary educators with specializations in one of the following areas: human development, intercultural studies, environmental studies, and mathematics or science. Ability to work with adult learners to integrate liberal and professional studies is important.

♦ **School of Management**  
Lesley College School of Management offers working men and women degree and degree completion programs in management on campus and at off-campus locations. The programs are designed to be completed with strong emphasis on the integration of theory and practice. We have the following faculty opening for Fall 1992:

♦ **Research - Division Director**  
Provide leadership and direction to continuously improve the quality levels of the curricula and teaching in the Research Division in the School of Management. Also provide assistance to the Undergraduate and Graduate School in the area of research. Knowledge of Behavioral Science and direct experience with Applied Organizational Research in an organizational setting required.

♦ **Science**  
Teach introductory and advanced courses in Biology and Chemistry or Physical Science. Prior teaching experience at the college and/or pre-college level required; field experience is preferred.

♦ **Sociology**  
Teach introductory and advanced courses in Sociology. Ability to teach from an interdisciplinary perspective is desired. Experience working with adults in a variety of formats as well as traditional college students is necessary. College teaching experience is required. Familiarity with the professional field of human services preferred.

♦ **Computer Technology Computers in Education**  
(2 positions)  
Both positions involve instructing undergraduate and graduate students in basic computer applications and more advanced courses using emerging technologies. Teaching experience at the college and/or pre-college level is preferred. Resilience and/or pre-college level is preferred. Resilience and/or pre-college level is preferred.

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♦ **Computer Technology Computers in Education**











## NURSING INSTRUCTOR



Solano Community College is a single-campus institution serving over 12,000 students and another 6,000 people enroll in the non-credit offerings annually. The college is centrally located in Northern California and located just off Interstate 80 (east-west freeway) approximately midway between the cities of Sacramento and San Francisco.

**Responsibilities:** Provide instruction in associate degree nursing program and teach nursing fundamentals, medical-surgical nursing theory, and clinical skills.

**Salary:** \$31,681 - \$48,024

Dependent on education and experience.

**Benefits:** College-paid medical, dental, and vision plans; life insurance for employees.

**Starting Date:** 8/1/92

**Deadline to submit materials:**

May 16, 1992 at 4:00pm

**For information and application materials contact:**

Solano Community College

4000 Buena Vista Road

Suisun, CA 94585 • 707/864-7128

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER AND ENCOURAGES MINORITIES AND WOMEN TO APPLY

## TENNESSEE STATE UNIVERSITY

### College of Arts and Sciences

### Head

### Department of Biological Sciences

**Qualifications:** Five years of college teaching, Ph.D. degree in biology. The candidate must have demonstrated good skills in communication, organization, and human relations. The candidate should have a record of research, public service, grants, and effective teaching. The candidate should have a background of working effectively with students and faculty members in a multi-cultural environment including racial minority students and others.

**Tenure-track, 9-month position, with extra pay possible for summer teaching and administration.**

**Review begins May 30, 1992.**

**Send letter of application, vita, and 2 letters of reference to:**

Bobby L. Lovett, Dean  
College of Arts and Sciences  
Tennessee State University  
Nashville, Tennessee 37203-1501  
615-320-3497

## Seattle Pacific University

SPU is an evangelical Christian university in the Wesleyan tradition, serving more than 3,200 undergraduate and graduate students in the liberal arts and professions. The University serves faith-affirming, Christian applicants who are committed to its mission and lifestyle expectations.

### ASSISTANT PROFESSOR OF SOCIOLOGY

SPU is seeking qualified applicants for the tenure-track position of assistant professor of sociology. Qualifications: Ph.D. in sociology with primary competence in marriage and family, sociology of religion, deviance/crime and race and ethnic. Other areas of competence will be considered. Candidate should demonstrate commitment to excellence in teaching, advising, scholarly research and publication. Responsibilities: Regular nine-month load of approximately 23 contact credits; share in academic advising of sociology majors. Salary range: \$30,000-\$33,200.

**Position closes June 1, 1992.** Women and minorities are encouraged to apply. **Starting date:** September 1, 1992. Send inquiries to: Martin Abbott, Dean, School of Social and Behavioral Sciences, Seattle Pacific University, Seattle, WA 98119 or call (206) 281-2165.

**Counseling/Clinical Psychology:** The Georgia Institute of Technology Center seeks applicants for a permanent full-time (9-month) position in the Center for Counseling Services, Inc. The Center serves the campus as the primary provider of mental health services and is accredited by the International Association of Counseling Services, Inc. The Center supports training and research activities and this position holds membership in the general faculty. Qualifications include a doctoral degree in counseling or clinical psychology, licensure in Georgia as a professional counselor, and a minimum of three years of experience in college setting. Position responsibilities include providing counseling services to Georgia Tech students as well as in the following areas: (a) personal and interpersonal concerns, (b) vocational and educational concerns, (c) academic difficulties, (d) emotional and behavioral concerns, (e) sexual and pre-marital concerns, (f) personal and professional concerns, (g) conduct

research/teaching; (h) consultation, referral and involvement with students, faculty, staff, and community; (i) development and coordination of counseling activities for members of the Georgia Tech community. Salary is competitive and based on a full benefit package. Send three references to: Russell J. Towler, Ph.D., Georgia Institute of Technology, Counseling Center, Atlanta, Georgia 30332-0287. Review of applications will begin May 1, 1992 and will continue until the position is filled. An anticipated start date of July 1, 1992. Georgia Tech is an affirmative action, Equal Opportunity Employer.

**Compelling Psychology:** Tenure-track position. Earned doctorate in counseling psychology or related field. Rank open. Position begins September 1, 1992. Experience in counseling and/or research in counseling psychology and/or research in counseling psychology. Send three references to: Dr. David L. Loeber, Department of Psychology, University of North Carolina at Charlotte, Charlotte, NC 28226. Review of applications will begin May 1, 1992. An anticipated start date of July 1, 1992. University of North Carolina at Charlotte is an affirmative action, Equal Opportunity Employer.

## WAYNESBURG COLLEGE

### Waynesburg, Pennsylvania

Waynesburg College is located in Waynesburg, Pennsylvania, approximately 30 miles south of Pittsburgh. The College is accredited by the Middle States Association of Colleges and Schools and serves approximately 1,250 students. The college is committed to the mission and purpose of church-related higher education. Applications will be accepted until the positions are filled. The reviewing process will begin May 15, 1992. Applicants should submit a letter of interest and current resume along with the names, addresses, and telephone numbers of three references to the Personnel Office, Waynesburg College, Waynesburg, PA 15370. AA/EEOE.

**INSTRUCTOR/ASSISTANT PROFESSOR OF EDUCATION:** This is a nine-month appointment, renewable contract, beginning August, 1992. Responsibilities include providing instruction in the following areas: Curriculum and Methods in Elementary Education, Language Arts, Foundations of Education, and Educational Psychology. Supervision of elementary student teachers. Master's and prior teaching experience in elementary and/or middle school required. Salary negotiable based upon academic and experiential qualifications of the applicant.

**FULL-TIME NURSING FACULTY:** The Department of Nursing at Waynesburg College is seeking applicants for the position of full-time faculty to begin teaching Fall, 1992 semester. Master's Degree in Nursing required. Doctorate preferred and previous teaching experience in a BSN program is highly desirable. Salary negotiable based upon academic and experiential qualifications of the applicant.

Waynesburg College is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

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## ROY H. PARK

### SCHOOL OF COMMUNICATIONS

The Cinema and Photography Department of the Roy H. Park School of Communications at Ithaca College seeks candidates for a tenure-eligible position in screenwriting/narrative film criticism, beginning August 15, 1992.

The successful candidate will teach screenwriting as well as courses in film criticism and other specialty courses in film studies.

Ph.D. or active ABD in film or related discipline preferred. MA will be considered with exceptional background in film criticism. Successful teaching and scholarly and/or professional writing highly desirable. Rank: Assistant Professor.

Applicants should forward a vita, statement of interest including areas of teaching, samples of scholarly and/or creative writing, names and telephone numbers of three references to: Marilee F. Col. Chair, Screenwriting/Narrative Film Criticism Search Committee, Department of Cinema and Photography, Ithaca College, Ithaca, NY 14850; (607) 274-3242.

Screening will begin immediately and continue until position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 6,400 students. It is located in the Finger Lakes Region of central New York.

Ithaca College is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

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## ...a Tradition of Values! ...the Challenge of Excellence! ...the Vision of a Future!

Join our successful team as we expand our offerings to include bachelor's degrees in nursing, public administration and professional studies. If you have a doctorate, an appropriate license, and experience in teaching at the college level, you may possess the qualifications we require. Those with master's degrees and considerable experience or bachelor's degrees in OT will be considered. The following positions are available:

- Deaf Interpreter Training Instructor
- History/International Instructor
- Medical Laboratory Technology Instructor
- Natural Science Instructor
- Nursing (ADN) Instructor - Med Surg
- Nursing (ADN) Instructor - Psychiatric
- Nursing (RN to BSN) Instructor - Community Health
- Nursing (RN to BSN) Instructor - All Areas
- Nursing (RN to BSN) Instructor - Adult
- Occupational Therapy Assistant Instructor
- Public Administration Department Chair
- Psychology Instructor - Applied Areas
- Theology & Philosophy Instructor - Catholic Systematic

Application review will begin on May 15, 1992.

For more information, write to:  
Vice President for Academic Affairs  
C/O Mrs. Kathy Muselman

**MOUNT COLLEGE**

Cresson, Pennsylvania 16660

Sponsored by the Sisters of Mercy

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Florida's first public community college has the following vacancies:

### DIVISION CHAIRS

Two vacancies in Math/Computer Science/Business and Drama/Art/Music/Foreign Languages. Minimum salary \$40,437. Areas of teaching would be in methods of social studies, language arts, fine arts, math/science, reading and graduate courses in the elementary and secondary schools. Required: Earned to terminal degree in education (i.e., Ph.D. or Ed.D.) with significant experience in elementary education pedagogy from a U.S. accredited institution. Experience in K-12 setting area of expertise. Applicants with an ABD may be considered if degree will be conferred by 1993 and have training in elementary education pedagogy and significant experience in elementary teaching.

**BIOLOGY INSTRUCTOR**

Master's degree with 18 graduate semester hours in Biological Sciences required. Minimum 168 day salary: \$23,974.

Please submit letter and resume to Human Resources Department by May 11, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, FL 33461.

An EEO/AA Employer

Palm Beach Community College is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

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## UNIVERSITY OF GUAM

The University of Guam solicits applications to establish a list of eligibles for the following tenure or tenure-track, full-time, permanent positions, effective July 1, 1992, at appointment:

### ASSISTANT TO ASSOCIATE PROFESSOR (ELEMENTARY EDUCATION)

Area: Elementary Education—Graduate and Undergraduate. Areas of teaching would be in methods of social studies, language arts, fine arts, math/science, reading and graduate courses in the elementary and secondary schools. Required: Earned to terminal degree in education (i.e., Ph.D. or Ed.D.) with significant experience in elementary education pedagogy from a U.S. accredited institution. Experience in K-12 setting area of expertise. Applicants with an ABD may be considered if degree will be conferred by 1993 and have training in elementary education pedagogy and significant experience in elementary teaching.

Salary: Assistant Professor \$34,307-\$59,765 Per Academic Year

Associate Professor \$39,341-\$59,767 Per Academic Year

Send curriculum vitae, all unofficial copies of undergraduate transcripts, official graduate transcripts (sent directly from respective colleges/universities), and three confidential letters of recommendation or placement file to: University of Guam, c/o Personnel Services Division, UOG Station, Mangilao, Guam 96223. Deadline: Applications should be postmarked no later than September 15, 1992 for January 1993 hire. Note: Applications, including credentials will be held in absolute confidence. For more information, call (617) 734-0193 or Dr. John Luter III at (617) 734-0233.

University of Guam is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

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## SCHOOLCRAFT COLLEGE

Livonia, MI

SCHOOLCRAFT COLLEGE is a comprehensive public community college. We offer a rich diversity of programs leading to Associate Degrees and Certificates. We have an enrollment of 15,000 full- and part-time students. The College is located on a 163-acre suburban site approximately 25 miles northwest of Detroit in the city of Livonia. The College also operates a major center in Garden City.

### DEAN OF INFORMATION SERVICES

Full-time position available July 1, 1992. Master's degree in information systems or computer science preferred. Bachelor's degree in computer science or equivalent field required. Five years' experience in communication networks, systems and programming. College programming/data processing experience a plus. Minimum of three years in an administrative or supervisory capacity with experience with office automation and data base management. Responsible for the operation of an information network that involves the integration of voice, data and video, including the operation and administration of the college computer and communications network systems. 1981/82 salary range: \$55,036-\$74,803. Call (313) 482-4400, ext. 5004 for application. Completed application, resume, and transcripts must be received in the Personnel Office by May 20, 1992.

### FULL-TIME FACULTY POSITIONS

1992/93 Academic Year - Beginning August 23, 1992

**Computer Information Systems**  
Master's degree in appropriate discipline with emphasis on UNIX Operating Systems, Networking and Software Applications. Minimum of three years' experience in teaching computer subjects. Minimum of three years of work experience in related field. A strong, innovative background in teaching introductory courses is essential. A Notice of Vacancy form, sent upon request, will include a list of areas in which expertise is desirable. The ability to become a member of an administrative/faculty team is an important attribute.

**Political Science**  
Master's degree in Political Science required with a minor in any of the Social Sciences. Minimum of two years' teaching experience required. Community college teaching experience in Political Science preferred. A strong, innovative background in teaching introductory American government courses is essential. Knowledge of computers is desirable. The ability to become a member of an administrative/faculty team is an important attribute.

**BAO/Drafting**  
Master's degree in Industrial Education or Mechanical Engineering or equivalent required. Work experience in tool or product design required. Experience in computer-aided drafting with experience using AutoCAD software. Release 10 or 11 preferred. The ability to effectively teach introductory courses is essential. Flexibility and willingness to work in cross-technical areas is essential. The ability to become a member of an administrative/faculty team is an important attribute.

**FACULTY SALARY RANGES** are calculated according to the Faculty Master Agreement as follows:  
Master's Track: \$27,282-\$50,892  
Master's + 3D Track: \$30,010-\$54,018  
Ph.D. Track: \$30,010-\$54,018  
Please call (313) 482-4400, ext. 5004 for application. Completed application, resume, and copies of transcripts must be received in the Personnel Office by May 20, 1992.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

## TUFTS UNIVERSITY

Science Education

Tufts University Department of Education seeks a full-time, tenure track ASSISTANT PROFESSOR to begin September, 1992. Strong preference for applicants with earned doctorate; experience in curriculum development, theory, and methods of science education; strong record of or potential for scholarly productivity and grantmanship; experience in teaching at secondary and college levels. Responsibilities include: science education, curriculum and methods; supervision of student practice; work with schools; program development in science education related to graduate programs in teaching at middle and secondary levels. Send letter, CV, and 3 letters of recommendation by May 8 to: Kathleen Cumara, Chairperson, Dept. of Education, Tufts, Medford, MA 02155. Tufts University is an Affirmative Action/Equal Opportunity Employer, M/F/D/V.

**Education Community, School and Professional Development Specialist.** The North-West Regional Educational Laboratory (NWRLE) is seeking applications for a senior associate to work in the School Improvement and Education Professional Services. Responsibilities include providing leadership in developing a model for school/community collaboration to improve the quality of life for children, youth and adults; providing training and technical assistance to schools and school districts in strategic improvement and adult professional development; and providing technical assistance to schools and school districts in strategic improvement and adult professional development. The position is a full-time position, 3 years of demonstrated leadership in community and professional development; 3 years of successful experience in a leadership role in different urban communities; demonstrated leadership in developing and providing technical assistance to schools and school districts in strategic improvement and adult professional development; and a strong record of success in developing new business for an organization; excellent communication and interpersonal skills; ability to work collaboratively with others and meet deadlines; and salary range of \$42,732-\$56,162. Send a letter of application and resume to: NWRLE, 100 S.W. Main Street, Suite 100, Portland, Oregon 97204. Application deadline is 5:00 p.m., May 14, 1992. Position is available June 1, 1992.

## HISTORY

Franklin Pierce College, an independent four-year undergraduate college located in the picturesque Monadnock region of New Hampshire, invites applications for a position to begin September 1992, at the rank of either Assistant or Associate Professor.

Special interest sought in European History, with experience teaching Middle-East and perhaps other areas of non-Western History. Must have experience or strong interest in developing and delivering interdisciplinary approaches to liberal education. Doctorate required. Review of applications will begin on May 11, 1992, and continue until the position is filled.

Please submit letter of application, vita, names and telephone numbers of three references and copies of transcripts to the Director of Personnel, Franklin Pierce College, P.O. Box 60, Rindge, New Hampshire 03461-0060.

Franklin Pierce College is an equal opportunity employer, actively seeking qualified women and minority applicants.

## SAM HOUSTON STATE UNIVERSITY

Department of General Business and Finance

**Assistant/Associate Professor:** Sam Houston State University invites applications for a tenure-track position at the Assistant or Associate Professor level in the Department of Gen. Bus. and Fin. in the College of Business Administration. Applicants must be available Fall 1992, and must have a Ph.D. or DBA in finance and college/university teaching experience. Sam Houston State University, with 96 undergraduate, 79 graduate, and one doctoral program, is the 10th largest state-assisted institution of higher education in Texas. The College of Business Administration is one of four distinct colleges, with part-time faculty enjoy the advantages of picturesque Huntsville, Texas (ranked one of the best small cities in America), and close proximity to the Houston Metroplex, 60 miles south of campus. Please send resume, transcripts, and reference letters to: Dr. Larry Ashom, Chair, Department of General Business and Finance, College of Business Administration, P.O. Box 2056, Sam Houston State University, Huntsville, Texas 77341. Equal Opportunity, Affirmative Action Institution.

## WEST VIRGINIA UNIVERSITY

SCHOOL OF PHYSICAL EDUCATION

1992-93 Academic Year

The School of Physical Education is seeking applications and nominations for the following positions:

A. Lecturer or Visiting Assistant Professor: Responsible for teaching and providing service to clients in Laboratory. Doctoral degree in Exercise Physiology preferred.

B. Visiting Assistant and Visiting Assistant or Associate Professor Positions (2 positions): Primary responsibility in undergraduate and graduate programs in Community Health Education and School Health. Doctoral degree required.

Applications: Submit resume, transcripts, and names of three references.

Contact: Dr. Kenneth McPherson, Health Promotion Division, 277 Coliseum, West Virginia University, Morgantown, WV 26506-6116.

Salary: Negotiable

Applications will be accepted until the positions are filled.

West Virginia University is an equal opportunity employer.

Lasell College, an innovative women's college offering academic and baccalaureate degree programs, announces the following positions:

**FACULTY** - Full-time Business operating for an economics/finance or marketing/management specialist. Candidate should be capable of teaching general business courses. Terminal degree required, Ph.D. or D.B.A. preferred.

**ASSISTANT/ASSOCIATE DEAN** - Full-time position in Academic Dean's Office. Expertise/experience in INNOVATIVE program and curriculum design, faculty evaluations/evaluation of outcomes. Additional responsibilities in Ed.D. required.

Send resume to: Dr. Cathy L. Livingston, Dean of Academic Affairs, Lasell College, 1844 Commonwealth Avenue, Newton, MA 02459.

Preference will be given to applicants with a terminal degree, experience in elementary and secondary teaching and teacher education, and evidence of a commitment to multicultural education and urban education. Applicants should send a letter of application, vita, and three letters of recommendation to: Dr. Cathy L. Livingston, Dean of Academic Affairs, Lasell College, 1844 Commonwealth Avenue, Newton, MA 02459. Review of applications will begin May 1, 1992, and continue until the position is filled. The University of Wisconsin-Superior is an equal opportunity employer which encourages applications from minorities and women.



## Environmental Studies

Gettysburg College invites applications to fill a one-year position in Environmental Studies for the 1992-93 academic year. Candidates are to have a Ph.D. in one of the Natural Sciences and will become affiliated with the department most closely allied with her/his field of expertise. Responsibilities will include teaching one or more courses in Environmental Science and in her/his area of interest. Duties will also include advising of students and directing independent studies. Candidates must show evidence of a broad understanding of environmental problems and their social and political dimensions. Gettysburg College is rated as a highly selective liberal arts college and is located one and one-half hours from the Washington/Baltimore area. Gettysburg College is an Equal Opportunity, Affirmative Action Employer; women and minorities are encouraged to apply. Submit letter of application, curriculum vitae and three letters of recommendation to: A. B. Corneille, Chair, Search Committee, Gettysburg College, Gettysburg, PA 17325. Review of completed applications will begin as they are received and continue until the position is filled.

## SCIENCE

SEARCH REOPENED

Bryant College is a 124-year old, independent institution situated in a beautiful 320-acre, residential, suburban campus near Providence and less than an hour from Boston. With very competitive admission, the College is expanding its faculty while limiting enrollment. Ph.D. required as well as evidence of scholarly achievement and superb teaching. Salary and benefits very competitive. Applications received by April 28, 1992 will receive preference.

**SCIENCE:** Assistant Professor (entry level), tenure track, to teach Chemistry, Physics, or Biology. Experience with computer-aided learning techniques is desired. Opportunity to participate actively in curriculum development. Send letter of application and cv. to: Dr. Donny Levin, Chair, Science Department.

Bryant College, an EEO/AA employer, is committed to diversifying faculty.



1150 Douglas Pike  
Smithfield, RI 02917-1284

## ORNAMENTAL HORTICULTURE

Faculty/Program Coordinator

Cumberland County College seeks a Faculty Member/Program Coordinator for its award-winning Ornamental Horticulture associate degree program. The program, founded 23 years ago, features impressive facilities that enhance the college's attractive campus.

**Qualifications**—degree required: Bachelor's degree in Ornamental Horticulture or Agriculture with an emphasis in Ornamental Horticulture. Preferred master's degree in Ornamental Horticulture with an emphasis in Ornamental Horticulture. Experience in landscape design, greenhouse and nursery management, and computer skills.

Position available immediately. Application materials will be reviewed until position is filled. Send a resume and three references to:

Dean of Instruction and Academic Services  
Cumberland County College  
P.O. Box 517  
Vineland, NJ 08360

An equal opportunity, affirmative action employer.

The activities of the Division, including the redesign of the elementary education program, teach at graduate and undergraduate levels and supervise clinical experiences. Doctorate in Education, teaching experience, and background or training in curriculum development and instructional design required. Send application to: Dr. Kenneth McPherson, Health Promotion Division, 277 Coliseum, West Virginia University, Morgantown, WV 26506-6116. Deadline: May 20, 1992. EOE.

**Education:** Assistant/Associate Professor of Education, Springfield College (2 positions available). Springfield College, Springfield, Massachusetts, invites applications for two faculty positions in the Education Department. Candidates should have a Ph.D. in Education or a related field. Responsibilities include teaching, supervising, and advising students. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Robert A. Heston, Chair, Education Department, Springfield College, 262 Main Street, Springfield, MA 01109. Review of applications will begin May 1, 1992, and continue until the position is filled. An Equal Opportunity Employer and Affirmative Action Institution.

**Education:** Full-time faculty position for Fall 1992. 1) Educational Communication. 2) Educational Technology. 3) Educational Leadership. 4) Educational Management. 5) Educational Policy. 6) Educational Research. 7) Educational Statistics. 8) Educational Theory. 9) Educational Writing. 10) Educational Administration. 11) Educational Assessment. 12) Educational Evaluation. 13) Educational Improvement. 14) Educational Innovation. 15) Educational Leadership. 16) Educational Management. 17) Educational Policy. 18) Educational Research. 19) Educational Statistics. 20) Educational Theory. 21) Educational Writing. 22) Educational Administration. 23) Educational Assessment. 24) Educational Evaluation. 25) Educational Improvement. 26) Educational Innovation. 27) Educational Leadership. 28) Educational Management. 29) Educational Policy. 30) Educational Research. 31) Educational Statistics. 32) Educational Theory. 33) Educational Writing. 34) Educational Administration. 35) Educational 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**CHICAGO STATE UNIVERSITY**

Applications and nominations are invited for the faculty and administrative positions listed below. All faculty positions are ten-month and tenure-track. Effective date of employment is August 16, 1992. Resumes should be sent to the Search and Screening Committee Chair for all faculty positions. For all administrative positions, all applicants should send a current resume, a letter of interest, an official copy of transcripts, and information about qualifications, and names, addresses and phone numbers of three references. Citizenship status documentation also required. Resumes will be given consideration when all of the above information is submitted. For both faculty and administrative positions, applications will be received and reviewed until each position is filled.

## Administrative Positions

**DEAN OF GRADUATE STUDIES:** The Dean will report directly to the Provost and Vice President for Academic Affairs and, working in cooperation with deans, chairs, and faculty, will be responsible for the development and overall administration of the University's graduate programs. The Dean will coordinate and coordinate articulation projects with other universities. Qualifications include a earned doctorate from a recognized university with at least five years of full-time university teaching experience; excellent research and teaching experience; and a demonstrated commitment to diversity, multiculturalism and academic excellence; successful grantmanship experience; strong interpersonal skills and ability to effectively articulate the University's mission. Application must include a letter of interest, resume, and letters of reference and should be sent to: Dr. Pedro L. Martinez, Director of Affirmative Action and Cultural Diversity.

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### Faculty Positions

**HEALTH, PHYSICAL EDUCATION AND RECREATION:** Assistant Professor, Physical Education, education and fitness. Earned doctorate preferred, teaching experience at elementary, secondary school and university levels. Additional experience in current methods and materials in dance and physical education required. Contact: Mary Grace Bator, Chairperson, Search and Screening Committee.

**EARLY CHILDHOOD EDUCATION:** Experience in Early Childhood Education required, ABD considered, PhD preferred. Must have experience with computers in the classroom is a plus. Contact: Department Chairperson, Department of Early Childhood Education, 1000 University Ave., Room 100, University of North Carolina, Chapel Hill, NC 27599-0100.

**CURRICULUM AND INSTRUCTION/BILINGUAL EDUCATION:** Bilingual education position available. Position will be filled by a bilingual (Spanish) applicant with experience and/or a degree in bilingual education. A graduate degree in educational administration or educational foundations, is required. Contact:

**READING:** Position available teaching undergraduate/graduate courses in Reading; developmental reading courses; and supervise theses. Salary and rank determined by credentials and experience. Ph.D. in Language Acquisition required. Send resume and references to: **Reading Department, 1000 University Avenue, University of California, San Diego, La Jolla, CA 92037.**

**ENGLISH:** Tenure-track position in English. Ph.D. preferred in English with specialization in Black Literature (African, African-American, Caribbean, etc.). Teach courses, plan and coordinate activities in the Gwendolyn Brooks Center for Black Literature and Creative Writing. Contact: Professor Haki Madhubuti, Department of English, 1000 S. Dearborn, Chicago, IL 60607. Tel: 773/508-3100. Fax: 773/508-3101. E-mail: haki@uic.edu. Reading preferred. Contact: Dr. Genevieve Lopez, Chairperson, hlopez@uic.edu.

**PSYCHOLOGY:** Assistant Professor with expertise in one or more of the following areas: counseling-guidance, developmental psychology and/or substance abuse counseling. Doctorate preferred but ABD considered. Contact: Dr. Avan Billamoria, Chairperson, Department of Psychology.

**PHILOSOPHY:** Assistant Professor to teach general philosophy and introductory philosophy. Graduate work but ABD considered. Contact: Dr. James Parejko, Chairperson, Department of Sociology, Anthropology, Philosophy.

Documented evidence of excellent teaching and an active research record. Specific preference for the applicant who in addition can also teach our Algebra and Calculus sequence of courses using NEXT COMPUTER run MATHEMATICA, as well as MATHEMATICS courses for Business, Life and Social Sciences using LINDO and G

**MUSIC:** Instructor or Assistant Professor of music in piano or woodwinds. Teach private lessons, concert band, music education courses and assist with the Jazz Program. Doctorate preferred, master's required, successful teaching experience at the university level preferred. Contact: Mr. Mark Smith, Chairperson, Music Department

CHICAGO STATE UNIVERSITY IS AN EQUAL OPPORTUNITY,  
AFFIRMATIVE ACTION EMPLOYER.

O'Brien, Assistant Director, Human Developmental Center, Arizona Cooperative Center, Tucson, Arizona	Ald, Oregon Tech is a state-supported, undergraduate institution of approximately 10,000 students.	aid related information system. The system includes a Bachelor's degree program in computer science or business.
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2,500 students offering bachelor's and associate degrees in sophisticated, state-of-the-art engineering, health and business technologies. The Financial Aid Office is a highly computerized environment and existing in a state-of-the-art building. CWU offers a competitive salary and flexible benefits package including health, dental, vision, life and disability insurance. For more information, contact: Financial Aid Office, 1000 W. 1st Avenue, Room 100, Coeur d'Alene, ID 83814. EEO/AA Employer.

**Extension/Food Sciences Extension Food Scientist, Assistant/Associate Professor, Auburn University, Alabama.** The position is a twelve-month, tenure-track bountied in the the Department of Nutrition and Food

Science, School of Human Sciences. Teaching and/or research appointment at 15-25% to teach, conduct research, and advise graduate students. Responsibilities include planning, implementing, and evaluating programs. Duties: research, management, and teaching. Salary: \$15,000-\$25,000. Contact: Dr. J. L. Alcala, Director, School of Human Sciences, P.O. Box 1000, San Francisco, CA 94142. Tel: (415) 774-2100. Fax: (415) 774-2101. E-mail: jalcala@sfshs.sfsu.edu. Website: <http://www.sfsu.edu/~shs>.

ing food science, foods and food safety extension programs. Position emphasis will involve communication and interaction with food processors, food handlers and consumer. Extension specialists work as a

team in programming with various state taxation agents. Qualifications: earned doctorate in food science or closely related area. A strong background in microbiology and biological sciences with some nutrition knowledge is preferred.

**Residence:** J.A.S. available July 1, 1992. Please send a resume and cover letter by May 10, 1992, to Director of Personnel, OIT, 3201 Campus Drive, Klamath Falls, Oregon 97601-8801. Candidates interested in discussing the position should call (503) 892-2222.

**Employment:** This is a full-time position. The position is available on a permanent basis. The position is available on a permanent basis. The position is available on a permanent basis.

**Education:** The position requires a minimum of a master's degree in a related field. The position requires a minimum of a master's degree in a related field. The position requires a minimum of a master's degree in a related field.

**Experience:** The position requires a minimum of 3 years of experience in a related field. The position requires a minimum of 3 years of experience in a related field. The position requires a minimum of 3 years of experience in a related field.

**Salary:** The position is classified as GS-13. The position is classified as GS-13. The position is classified as GS-13.

**Benefits:** The position is eligible for the state retirement plan. The position is eligible for the state retirement plan. The position is eligible for the state retirement plan.

**Equal Opportunity:** The position is an equal opportunity position. The position is an equal opportunity position. The position is an equal opportunity position.

background is preferred. MA graduate in nutrition, university research and teaching, foods industry service or related experience is desired. Research in food science and food problems is preferred. Excellent salary and benefits. Computer competencies a plus. Employer.

**financial Aid Assistant Director, Financial Aid.** Case Western Reserve University is seeking a candidate to be responsible for the administration of the external loan program. The successful candidate will have a minimum of two years experience in financial aid administration, undergraduate courses in Spanish, Ph.D. in Finance or Economics with considerable graduate work in either language, near-native or fluency in both languages, excellent oral and written communication skills, and excellent English and

Dr. Barbara Strampler, Chair, Search Committee, 201 Duncan Hall, Auburn University, Alabama 36849. The closing date is August 1, 1999 or until an acceptable candidate is selected. For consideration, send a letter of interest, curriculum vitae, and a list of references to the Search Committee, 201 Duncan Hall, Auburn University, Auburn, AL 36849. The closing date is August 1, 1999 or until an acceptable candidate is selected. For consideration, send a letter of interest, curriculum vitae, and a list of references to the Search Committee, 201 Duncan Hall, Auburn University, Auburn, AL 36849.

Financial Aid Financial Aid Counselor. Os-

open up) filled. AA/EOE.  
It's applications encouraged

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# Georgetown University Law Center

## ASSISTANT DIRECTOR FOR STUDENT SERVICES

### New Position

Georgetown University Law Center is seeking an Assistant Director for Student Services to oversee on-campus housing. Located a few blocks from the U.S. Capitol, the Law Center attracts students from over 250 colleges and universities including many foreign institutions. One of the largest law schools in the country, our community is both culturally and racially diverse, with substantial evening and graduate programs.

The Law Center will complete its Student Center by the Fall of 1993 and for the first time will offer on-campus housing to 300 students. We are seeking an individual experienced in the student housing field, and would be particularly interested in candidates with experience in professional or graduate school housing.

The Office of Student Services is responsible for promoting an environment that creates a sense of community among the diverse groups represented in the Law Center student body, staff and faculty. Its programs and services are to enhance the academic mission of the Law Center by providing opportunities for leadership development and creative intellectual growth.

Duties include: management and administration of Student Center with apartments that house 300 students; selection, training, supervision and evaluation of staff; planning and policy formulation; interpretation and enforcement of residence rules; assignments, operating budget, personnel and disciplinary counseling; advising and student development; coordination of building services including mail room, computer room, copy room and exercise facility; and ensuring a living environment conducive to academic pursuits, social interaction and student development.

The position requires a Master's degree in Student Personnel, Higher Education or related field with a minimum of four years' housing management and supervisory experience. The position is a full-time, live-in teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Resumes, salary requirements and references should be sent no later than May 15 to:

Assistant Dean Everett Bellamy  
Georgetown University Law Center  
600 New Jersey Ave., NW  
Washington, DC 20001

Georgetown University is an Affirmative Action, Equal Opportunity Employer.

# Museum of Fine Arts, Boston

## Director of Annual Giving, School of the Museum of Fine Arts, Boston

The chosen candidate will be responsible for the management of the Annual Fund and special donor fundraising. Qualified applicants must have at least five years' effective experience in fundraising with knowledge of education or education administration. Strong familiarity with fine and contemporary arts a plus.

Please send resumes to: Sandra Matthews, Employment Manager, Museum of Fine Arts, 465 Huntington Ave., Boston, MA 02116. EOE.

Leadership Assistant Professor of Leadership Studies, Maryland. The Naval Academy is seeking qualified candidates to teach Leadership Studies courses that are based on the needs of the Naval Service. In addition, the successful applicant will have both an MBA and a Doctorate in Education, be able to develop programs in FOL and FOL respectively. Applicant must have a minimum of three years of active duty as an officer in the U.S. Navy. This is a tenure eligible position. Competitive salary and federal benefits package. To apply, send or fax your resume to: Kenneth M. Smith, Ph.D., Department of Leadership and Law, 300 3rd St., Annapolis, Maryland 21403-5012; fax (410) 293-4999. Applications will be reviewed on or about May 1992. For additional information call: (410) 293-4999. An Equal Opportunity Employer.

Library Assistant Librarian, Wesleyan College is seeking an assistant librarian to assist the Librarian in the management of the library. The position involves a variety of duties including: book processing, circulation, reference, and collection development. The successful candidate will have a minimum of two years of experience in a college or university library. Salary is \$18,000 per year. To apply, send your resume to: Margaret Chubb, Search Committee Chair, Wesleyan College, 100 North Main St., Middletown, CT 06455. Applications will be reviewed on or about May 15, 1992. An Equal Opportunity Employer.

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# HOBBART AND WILLIAM SMITH COLLEGES

## Director of Corporate, Foundation and Government Relations

Hobart College, for men, and William Smith College, for women, are coordinate colleges sharing one campus, one president, faculty, administration and Board of Trustees. These highly selective liberal arts colleges with a combined student body of 1,800 students are seeking a Director of Corporate, Foundation and Government Relations to join a growing development team responsible for planning and executing a major fund-raising campaign. The Colleges seek an imaginative and energetic development professional who will work equally effectively with corporate and foundation executives and with the College community. The Director works closely with the President, Provost, Deans and faculty and reports to the Director of Development.

Responsibilities include identifying, researching, cultivating and soliciting foundations and corporations; initiating proposals; establishing and meeting fund-raising goals; and managing the Corporate and Foundation Office.

Qualifications include a bachelor's degree, at least 3 years' experience in fund raising or a related field, demonstrated experience in proposal writing. Frequent travel required. Background in science desirable.

Send nominations or applications, with a letter explaining your interest in this position and ways in which your current position and/or past experience relate; a resume; and the names of three references by May 8, 1992 to:

Mrs. Sarah B. Vucely  
Chair of the Search Committee  
Alumni House  
Hobart and William Smith Colleges  
Geneva, New York 14456-3397

Hobart and William Smith Colleges are equal opportunity employers.



# DIRECTOR OF RESEARCH

## School of Nursing

### East Carolina University

Applications and nominations are invited for the position of Director of Research in this large NIH accredited School of Nursing. Responsibilities include: research in this field; planning and policy formulation; interpretation and enforcement of residence rules; assignments, operating budget, personnel and disciplinary counseling; advising and student development; coordination of building services including mail room, computer room, copy room and exercise facility; and ensuring a living environment conducive to academic pursuits, social interaction and student development.

The position requires a Master's degree in Student Personnel, Higher Education or related field with a minimum of four years' housing management and supervisory experience. The position is a full-time, live-in teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Resumes, salary requirements and references should be sent no later than May 15 to:

Dr. Martha Keehn Engleke, Chair  
Search Committee for Director of Research  
East Carolina University  
School of Nursing  
Greenville, North Carolina 27858-4353

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# PRODUCT MANAGER

## Peterson's Graduate Enrollment Services

Peterson's, an information services company specializing in educational and career information, has an opening for a Product Manager for our Graduate Enrollment Services. This position is responsible for:

- Developing and managing services to meet the needs of graduate admission professionals
- Developing and implementing strategies to market Peterson's Graduate Enrollment Services to graduate schools and departments
- Providing sales and client services staff with the background information and training on the graduate admission field to enable them to meet the needs of their clients
- Developing marketing materials to promote Peterson's Graduate Enrollment Services
- Developing and implementing systems to help clients evaluate effectiveness of products and services
- Organizing seminars and workshops for the benefit of graduate admission professionals
- Representing Peterson's at graduate professional association meetings

**EXPERIENCE REQUIRED:** Bachelor's degree (advanced degree preferred) with 5 years experience in business/academic administration and at least 2 years experience in graduate admissions with particular emphasis on doctoral admission candidates. Must have excellent communication and presentation skills, must be flexible, have strong analytical and organizational skills, and be willing to travel. Needs a working knowledge of PC productivity tools, including spreadsheet, database and word processing and how to apply them to business functions.

This is an outstanding opportunity to join a progressive, fast-paced growing organization. We offer an excellent benefit package and salary commensurate with experience. If interested, send resume and salary requirements to Thomas H. McGee, Vice President, Human Resources, Peterson's, PO Box 2123, Princeton, NJ 08541-2123. EOE, M/F.

# DIRECTOR OF THE LIBRARY

Hiram College, an independent, coeducational and selective undergraduate liberal arts college in North-west Ohio, invites applications for the position of Director of the Library. Responsibilities include development, operation and management of the library and campus media services. Planning for the building and automation of library operations will be high priorities for the position. Hiram College has a pre-active staff of eleven, a collection of 165,000 volumes and is a selective government depository. The College has 80 traditional students, 25 additional FTE students in the Evening College and 80 faculty members. The library has a long and distinguished history of service to the college and the community. The position is a full-time, live-in teaching academic appointment with initial contract for one year. Salary negotiable depending upon experience. Competitive benefits package including tuition benefits.

Resumes, salary requirements and references should be sent no later than May 15 to:

Dr. Martha Keehn Engleke, Chair  
Search Committee for Director of Research  
East Carolina University  
School of Nursing  
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# OPEN ACCESS TO EQUAL ACCESS

## CALIFORNIA'S COMMUNITY COLLEGES

18,000 New Faculty Positions By The Year 2005

In the next decade or so, the world's most ethnically diverse population in the world. To maintain our position in a global economy, California must have the best trained workforce available. Only a faculty dedicated to quality and excellence and able to communicate with a diverse student population can make this happen.

The California Community Colleges are in the forefront of this educational explosion. Now serving 1.4 million students, the 107 California Community Colleges are projected to serve a student population of more than 1.6 million students by the year 2005. At least 18,000 new community college campuses will be built and established campuses will be expanded to meet the need to train students in Associate Degree and technical training certificate programs. More than 18,000 new faculty positions will be filled in the next 15 years.

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# SAN JUAN COLLEGE

## ADMINISTRATION POSITION OPENINGS

San Juan College is one of the largest two-year comprehensive community colleges in New Mexico and offers academic, occupational and community service programs. The college serves 3900 students in San Juan County as well as the Four Corners area of New Mexico, Arizona, Utah and Colorado.

## DIRECTOR OF INSTITUTIONAL RESEARCH, GRANT DEVELOPMENT AND PLANNING

The position reports directly to the President and is responsible for designing, conducting and analyzing studies relating to the institutional mission, enrollment, attrition and facilities. She/he will coordinate institutional data submitted to external agencies. She/he will coordinate and write institutional applications for federal and foundational grants. He/she will maintain institutional information for college planning and assist the President's staff in the development and refinement of the planning process, and will also coordinate projects as assigned by the President.

A Master's Degree in educational research or related area required, doctorate preferred, five years professional work experience in a similar position also required. Successful record of grant writing preferred. Must have excellent organizational and communication skills. Should possess competent computer statistical and data management skills. Start Date: August 15, 1992

## DIRECTOR OF INSTRUCTIONAL SUPPORT AND TECHNOLOGY

The position reports directly to the Dean of Instruction and is responsible for supervision of instructional computing resources, library services, cooperative education, student job placement, and area vocational school. He/she will review experiential credit application, coordinate the county-wide in-service program for public school districts, act as liaison with State Department of Vocational Education and local school districts, recommend and monitor division budgets. She/he will assist the Dean of Instruction in new program development, faculty development, outcomes assessment, and other administrative duties.

A Master's Degree in higher education administration, computer-based education, education technology or related field required, doctorate preferred. Five years of successful community college teaching and/or administrative experience also required. Start Date: June 1, 1992

## DIVISION DIRECTOR - HUMANITIES

This position reports to the Dean of Instruction and is responsible for administering the affairs of the division in addition to teaching 3-4 credit hours per semester in one of the division's disciplines. Academic disciplines include anthropology, art, broadcast communications, drama, early childhood education, English, history, physical education, police science, psychology, curriculum of the division, conducts division meetings, and participates in a variety of college committees.

A Master's Degree in one of the disciplines taught in the division and a minimum of five years of combined teaching and administrative experience at the division level is required, preferably at a community college. A doctorate in higher education administration or curriculum is preferred. This position is 12-month, professional. Preference will be given to candidates who demonstrate skills in integrating instructional technology, especially computers, into the instructional delivery systems. Start Date: July 1, 1992

All candidates must submit 1) San Juan College application, 2) a letter of application illustrating how the candidate meets the above listed qualification requirements, 3) college transcripts, and 4) 3 current letters of reference.

CONTACT: Personnel Director  
San Juan College  
4601 College Boulevard  
Farmington, NM 87402  
1-800-232-6327  
(505) 599-0215  
FAX: (505) 599-0385

POSITIONS OPEN: April 1, 1992  
POSITIONS CLOSE: April 30, 1992

San Juan College is an Equal Opportunity Employer

Library Assistant Librarian, Wesleyan College is seeking an assistant librarian to assist the Librarian in the management of the library. The position involves a variety of duties including: book processing, circulation, reference, and collection development. The successful candidate will have a minimum of two years of experience in a college or











associated with department with national qualifications: teaching experience in A.P. nursing required, administrative experience and doctorate preferred. Send resume and names and addresses of three references to Dr. Margaret E. Gray, Chair, Boston, 100 Morrissey Boulevard, Massachusetts 02125-3393. An Action, Equal Opportunity, Employer. University of Massachusetts.





### Diagnostic Instrumentation and Analysis Laboratory

## MISSISSIPPI STATE UNIVERSITY

### Marketing Development Officer

Mississippi State University is seeking a skilled individual to serve as Marketing Development Officer for the Diagnostic Instrumentation and Analysis Laboratory (DIAL). This officer will report to the Director of DIAL, who is one of MSU's most prestigious research laboratories. DIAL is an interdisciplinary group of engineers and scientists who have developed state-of-the-art optical, laser-based diagnostic instruments to measure critical environmental parameters in any type of harsh environment. The laboratory is undertaking the construction of a new building and the initiation of a cooperative venture with a major Department of Energy Laboratory.

Candidates for this full-time, twelve-month, professional position should have at least three years' experience in higher education fund raising, or equivalent experience in sales, business, or related fields. The ideal candidate would also possess a background in an engineering or scientific field. A bachelor's degree is required. It is preferred that candidates have a proven record of successful fund-raising experience in major corporate and government administrative leadership and public relations skills. Salary is commensurate with qualifications and experience.

Candidates must also have good communication and writing skills, and be willing to travel extensively. Mississippi State University, a land grant institution founded in 1878, is a member of the Southern Association and is located in Starkville, Mississippi. MSU has an enrollment of over 14,000 students and is a major comprehensive research university. The University has over 800 faculty and annual budget of over \$200 million.

Interested applicants should submit a letter of application, a copy of their resume, and a list of at least 3 references to:

Steve Sheppard, Director of DIAL  
Mississippi State University  
P. O. Drawer 300  
Mississippi State, Mississippi 39762-5032

Applications will be accepted until the position is filled. The selection process is expected to be completed by June 1, 1992, and assignment to begin on or before July 1, 1992.

Mississippi State University is an Equal Opportunity,  
Affirmative Action Employer

## UNIVERSITY OF CALIFORNIA

### DIVISION OF AGRICULTURE AND NATURAL RESOURCES

#### HEAD LIBRARIAN, Water Resources Center Archives

Headquarters: University of California, Berkeley

The Water Resources Center Archives is a special collection of research materials in the water field serving the needs of the University of California's statewide instructional, research and service programs. The Librarian is responsible for the overall management and direction of the Water Resources Center Archives. MLS from an ALA accredited school is required. A minimum of 4 years of related experience demonstrating progressively responsible librarianship duties, previous managerial and supervisory experience in an academic library is required. Demonstrated knowledge of cataloging practices (AACR2) is essential. Familiarity with personal computers and CD-ROM equipment and online systems such as OCLC, DIALOG, MELVYL, and experience with Machine Readable Cataloging (MARC) cataloging is required. Salary Ranges (Associate Librarian) from \$35,062 to \$41,160 commensurate with experience and specific qualifications. Complete description available. Applicants must apply in writing, including with the letter, a complete statement of qualifications, a full resume of their education and relevant experience, and the names and addresses of three references to U.C. Division of Agriculture & Natural Resources, Personnel Department, 300 Lakeside Drive, 6th Floor, Oakland, CA 94612-0560; (510) 877-0287. Closing date: May 15, 1992. Position #APG82-01. Affirmative Action, Equal Opportunity Employer M/F/H/V.

Meeting Faculty applicants are invited to apply for positions in Adult Health, Mental Health, and Community and Mental Health Nursing and Nursing Services Administration for Spring 1992 (enter 1992-01). Academic Year to teach in baccalaureate and master's programs. Qualified applicants must hold a Master's Degree in appropriate specialty area; doctorate awarded and required for tenure-track positions. Prior clinical and teaching experience required, preferred for tenure-track positions. Administrative duties include: curriculum development, advising of majors, budget oversight, supervising staff, and make commensurate with qualifications and experience. The University is a non-discriminatory, equal opportunity institution. Please send a letter of application, curriculum vitae, and three references to: Karen Kenna, Chair, Faculty Affairs Committee, School of Nursing, East Carolina University, 4353 S. 19th, Erie, PA 16593. Salary commensurate with qualifications. Minorities are encouraged to apply.

Nursing Faculty, Grand View College Division of Nursing invites applications for faculty positions in the Department of Nursing. Grand View College offers twenty-two baccalaureate and master's degree programs in nursing. We are committed to excellence in teaching (including research preparation for class and close interaction with students). Submit resume with 3 references by May 1, 1992. We are an Equal Opportunity Employer.

## UNIVERSITY OF THE PACIFIC

### School of Education

#### DIRECTOR OF STUDENT TEACHERS AND INTERNS

Assistant/Associate Professor, non-tenure track position. Initial appointment, three years. Position includes full academic year and some summer employment. An earned doctorate is preferred in Curriculum and Instruction or related field with emphasis in clinical supervision theory and techniques. The primary responsibility of the successful candidate will be to arrange field placement, provide coordination and supervision for student teaching and internships, provide in-service to supervision teachers to university and classroom supervisors and teach courses in credential programs or for the Curriculum and Instruction Department. Other teaching assignments will be dependent on departmental needs and the background of the individual.

Salary will be commensurate with experience and qualifications. Applicants should have a strong research interest, previous K-12 teaching and supervisory experience, and familiarity with the instruction of students of different linguistic and cultural backgrounds. Applicants should be knowledgeable about current professional education trends such as the development of a knowledge base for teacher education and case study research.

Send letter of application accompanied by a statement of research and teaching interest and experience, a current vitae, and three letters of reference to: Chair, Search Committee, Department of Curriculum and Instruction, School of Education, University of the Pacific, Stockton, CA 95211. Screening will begin by May 8, 1992, but applications will be accepted until a suitable candidate is selected. The successful candidate will assume the position by August 25, 1992.

The University of the Pacific is an Affirmative Action,  
Equal Opportunity Employer.

## ST. LAWRENCE UNIVERSITY

### DIRECTOR OF CONFERENCE SERVICES

St. Lawrence University, an independent, residential liberal arts college with an enrollment of 1,800 students, seeks an individual to develop and implement a dynamic program of conferences, meetings, seminars, and other campus activities to provide a wide variety of communications. The successful candidate will have a strong entrepreneurial drive coupled with exceptional logistical, marketing and communications skills. The individual should have direct experience in the promotion of campus conferencing or demonstrated organizational and creative success in a related field. A bachelor's degree is required and an advanced degree is highly desirable.

Applications and nominations will be reviewed immediately and should be directed to:

Thomas P. Conkley  
Asst. Vice President for Business & Finance  
St. Lawrence University  
Canton, NY 13617

Review of applications will begin on May 1, 1992 and continue until a successful candidate is found.

St. Lawrence University is committed to fostering multicultural diversity in its faculty, staff, student body and programs of instruction. As an Equal Opportunity, Affirmative Action employer, we specifically encourage applications from women, minorities, and persons with disabilities.

## LAWRENCE

### Search Extended

#### Associate Director of Development - Major Gifts

Lawrence University is seeking applicants for a senior-level major gifts officer. This individual will play an important role in the projected capital campaign. We seek an experienced development professional with strong interpersonal skills to participate directly in the identification, cultivation, stewardship and solicitation of major gift prospects and donors and assume responsibility for managing a segment of that will report to the Director of Development-Capital Giving and will staff in planning and execution of the professional development program. Applicants must possess a bachelor's degree, three years or more of development experience, preferably in higher education; strong interpersonal skills; knowledge of major gift programs and prospect management systems; excellent writing abilities; and an understanding and appreciation of liberal education.

A highly selective liberal arts college of 1300 students, Lawrence ranks among the best of America's small, private liberal arts colleges, consistently thriving urban area of more than 170,000 people.

Please send a letter of application and resume, including three references, by May 11, 1992, to: Gregory Volk, Director of Development-Capital Giving, Lawrence University, P. O. Box 589, Appleton, Wisconsin 54912-0589.

LAWRENCE UNIVERSITY Promotes Equal Opportunity For All.

The most extensive listing anywhere of jobs available in  
higher education —  
every week in The Chronicle.

## UNIVERSITY REGISTRAR

The University of Michigan, Ann Arbor, invites nominations and applications for the position of University Registrar. The Registrar is responsible for planning and directing the array of administrative and operational activities within the Office of the Registrar and for coordinating with the various administrative units, the 17 schools and colleges, and other academic units at the University. The Office is one of a number of units, such as the offices of Undergraduate Admissions, Financial Aid, Orientation, and Scheduling, that report to the Office of the Provost and Vice-President for Academic Affairs.

Founded in 1817, the Ann Arbor campus of the University of Michigan is a residential, highly selective and distinguished public university and a major research institution. The current body of over 35,000 students, pursuing more than 100 types of degree programs, represent a diversity of race, ethnic, and economic backgrounds.

The University seeks a dynamic and articulate individual who has a strong record of administrative experience, leadership, and accomplishment in the profession. Candidates should be innovative and provide strong leadership. Candidates should also have the following: extensive experience in the administration of a comprehensive office of registration; records, or a similar field; experience in developing and implementing information technology in a complex university setting; excellent communication skills; effective interpersonal skills; sensitivity to student needs and to the requirements of a high-quality service organization; and a strong commitment to equal opportunity and affirmative action. Candidates should possess at least a Master's degree or an equivalent combination of education and experience.

Please forward a letter of application and a resume to: Steve Haskell, Office of Academic Affairs, 3008 Fleming Administration Building, Ann Arbor, Michigan 48106-1340. Applications and nominations should be submitted immediately. Applications submitted by May 15, 1992 will be given full consideration.



A non-discriminatory, affirmative action employer

## SOUTHERN CONNECTICUT STATE UNIVERSITY

### Residence Life

Assistant to the Director of Housing/Hall Director 4 positions available.

Under the supervision of the Associate Dean of Student Affairs/Residence Life, this position is responsible for the overall quality of life in the University residence halls. The successful candidate will be responsible for the development, implementation, and maintenance of a residence life program that meets the needs of the campus community. The position involves a variety of duties including: supervising hall staff, coordinating hall events, and providing a safe and supportive living environment for students.

**EDUCATION AND EXPERIENCE:** Two years of relevant housing experience managing the applicant to develop effectively to resident university students and staff. A Bachelor's degree is required. This position may be filled by individuals with appropriate alternate experience.

**Salary Range:** \$25,500-\$28,000 plus furnished apartment and fringe benefits. Candidates should submit cover letter, resume and 3 letters of reference. The closing date of application is May 11, 1992. Please direct application to:

Mr. Richard V. Farnell  
Associate Dean of Student Affairs/Residence Life  
New Haven, CT 06515

AA/EOE

and field vehicles. Send resume, transcripts, and the names of three references to: Dr. Phil Martin, Chairman, Department of Geology and Physics, Georgia Southern University, P.O. Box 8000, Statesboro, Georgia 31082. Closing date is May 15, 1992. GS/U is an equal opportunity, affirmative action employer.

**Physician:** Undergraduate faculty teaching position in physics beginning Fall, 1992. Person will teach freshman physics, statics, dynamics, and electronic circuits. Ph.D. preferred and M.S. required. Send resume, transcripts and three letters of reference to: Dr. David Clinefelter, Vice President for Academic Affairs, Greenville College, 700 College Avenue, Greenville, Illinois 61541. Applications will be reviewed beginning May 1992 and continue until the position is filled.

**Assistant Professor:** Fall 1992 Christian liberal arts college seeks generalist to teach physics, Ph.D. required. An excellent opportunity for a young professional to develop and grow in a liberal arts setting. Position open until suitable applicant found. By May 20, 1992, send resume, transcripts, and three letters of reference to: Dr. Ben F. Wade, Vice President and Dean of the College, Florida Southern College, 111 Lake Hollingsworth Drive, Lakeland, Florida 33801-5698. AA/EOE.

**Political Science:** Western New England College invites applications for a one year position as the Instructor/Assistant Professor level to teach an introductory course in political science. The successful candidate will be responsible for the development and delivery of the course. The position is a full-time position with a salary commensurate with experience. Send resume and three letters of reference to: Dr. Robert Porter, Dean of Arts and Sciences, Western New England College, 1115 Wilbraham Road, Springfield, Massachusetts 01103.



## BROWN UNIVERSITY

### Thomas J. Watson Jr. Institute for International Studies

#### Director

Brown University invites applications or nominations for the newly-created Howard R. Swearer Directorship for International Studies, named in honor of the first director of the Watson Institute and former president of the university. Founded in 1966, the Watson Institute is designed to be the focal point within the university for international studies, currently including thirteen affiliated centers and programs. This position of director provides an unusual opportunity for academic leadership and institutional building. The successful candidate will be responsible for the Watson Institute's research, scholarship, and problem-oriented policy analysis; the current focus is foreign policy and international security, such as economic development, and transnational problems. Brown University seeks someone to provide vision for the Watson Institute, expand its research, and support appropriate academic programs. The Director should have held an important administrative position in an academic institution or a senior policy-making position and have credentials appropriate to a tenure faculty appointment. The Director should have administrative skills and a demonstrated ability to command respect among diverse constituencies of faculty, students, and national and international leaders. While a substantial endowment is already in place, one of the major leadership challenges will be generating resources and endowment to ensure quality programs. The Director will report through the Provost to the President. Nominations or a letter of application, resume, and at least three names, addresses, and phone numbers of references should be sent to:

Watson Institute Directorship Search Committee  
Brown University  
Box 1980  
Providence, RI 02912

To receive consideration, applications should be received no later than July 15, 1992, but the search will remain open until a suitable candidate is selected. Brown is an AA/EOE employer and especially welcomes applications from women and minority candidates.

## PROGRAM DIRECTOR

### The Aaron Diamond Foundation Postdoctoral Research Fellowships in the Biomedical and Social Sciences

The New York State Health Research Council in collaboration with The Aaron Diamond Foundation is seeking an administrative professional to manage the research fellowship program in using on the biomedical and social science aspects of one of the most important public health problems facing New York City—AIDS and drug abuse. This \$10 million initiative requires a leader who is committed with the development of young scientists and the future of research in New York City. Aaron Diamond Foundation Fellows work under the guidance of senior scientists at the various academic and research organizations in New York City.

The Program Director is responsible for program development and administration. Duties include: coordination of activities involved in the selection of fellows; organization of conferences and seminars; development and maintenance of contacts and collaboration with academic, medical, and scientific organizations.

The Program Director should be energetic and familiar with biomedical and social science research in an academic environment. We are looking for a self-starter who is able to develop a working relationship with senior scientists and a broad range of subject areas. Managerial and writing skills are essential to success in this position. A graduate degree in an appropriate discipline is preferred. Salary commensurate with experience.

No phone calls please. Send resume including salary history to:

The Aaron Diamond Foundation Postdoctoral Research Fellowships  
c/o New York State Health Research Council  
5 Penn Plaza, Room 308  
New York, New York 10001

graduate and undergraduate courses in data analysis and statistics, research methodology, experimental psychology including learning, and direction of graduate theses. There is potential for an active research program in a well-equipped psychology laboratory. Faculty candidates must have a Ph.D. in psychology or a related field. The position is not limited to teaching; holding office hours, advising students, serving on faculty or University committees, and full-time teaching load of 12 credit hours per semester are required. The normal semester but may be adjusted as the nature of course offerings requires. Qualifications: Ph.D. in Psychology or a related field. Demonstrated or potential excellence in teaching and research. Experience in advising graduate students. Supervision of student research. Areas of specialization in statistics, research methodology, and learning, with secondary interest in memory and cognitive processes. Desirable: Salary Range: Competitive depending on qualifications and experience. Application Deadline: The screening of applications will begin on May 15, 1992; however, applications will remain open until filled. Send a letter of application, curriculum vitae, three letters of reference, and a representative sample of your work to: Dr. James Hill, Chair, Search Committee for Behavioral Sciences, New Mexico State University, Las Vegas, New Mexico 89701. New Mexico State University is an AA/EOE Employer.

**Psychology:** Please send display advertisement, resume, and three letters of reference to: Dr. Robert Porter, Dean of Arts and Sciences, Western New England College, 1115 Wilbraham Road, Springfield, Massachusetts 01103.

**Psychology:** Faculty position, Psychology Department, Lewis University, Assistant Professor, tenure-track position with a five-year contract, available August 1992. The successful candidate will be responsible for the development and delivery of the course. The position is a full-time position with a salary commensurate with experience. Send resume and three letters of reference to: Dr. Robert Porter, Dean of Arts and Sciences, Western New England College, 1115 Wilbraham Road, Springfield, Massachusetts 01103.

**Psychology:** Faculty position, Psychology Department, Lewis University, Assistant Professor, tenure-track position with a five-year contract, available August 1992. The successful candidate will be responsible for the development and delivery of the course. The position is a full-time position with a salary commensurate with experience. Send resume and three letters of reference to: Dr. Robert Porter, Dean of Arts and Sciences, Western New England College, 1115 Wilbraham Road, Springfield, Massachusetts 01103.

## Librarian, Director

St. John's Seminary College, Camarillo, CA, is seeking a librarian (preferably a religious) to administer a Seminary College library which serves faculty and seminarians of a four year free-standing Seminary College. Requirements: ALA accredited Master of Library Science, professional library experience, a strong public service orientation, library and bibliography instruction, supervisory training, communication skills. Experience with library automation, CD ROM products, OCLC, DIALOG, and on line access catalogs highly desirable. Send letter of application, resume, 3 letters of recommendation, to ERIC J. NICOLET, Academic Dean, St. John's Seminary College, 5311 E. Seminary Rd., Camarillo, CA 93012. Application deadline June 1, 1992. Interviews conducted after June 10, 1992. Position begins August 1, 1992.

## DEAN

ROSS UNIVERSITY invites applications or nominations for the position of Dean of its School of Medicine at its campus in the West Indies.

**RESPONSIBILITIES:** The Dean, who reports directly to the President of the University, has responsibility for and authority over all aspects of the School's Basic Science operations.

**QUALIFICATIONS:** An M.D. degree, experience in medical school teaching and administration, and a minimum of 10 years of experience in a similar position. The Dean should have a strong background in the field of Basic Science.

**SALARY AND BENEFITS:** Negotiable. Salary will be free of income tax. (No Federal, State, or Local U.S. income taxes, no Dominican income tax.)

**APPLICATION PROCEDURE:** Send letter of application accompanied by C.V., names, addresses and telephone numbers of references.

Dr. Robert Ross  
Ross University  
School of Medicine  
460 West 34th St., 12th Floor  
New York, NY 10001

## ALLEGHENY COLLEGE

MEADVILLE, PENNSYLVANIA 16335

### Admissions

Allegheny College invites applications for a possible opening in the Admission Office available July 1, 1992. The role will depend on experience and other qualifications. The successful candidate will manage a geographic territory, travel in the territory, manage the admissions process from the territory through the admissions process, interview, plan events and evaluate applicants.

Candidates with some admissions or related experience are preferred. Entry level candidates will be considered. Candidates of color are encouraged to apply. Qualifications include excellent speaking and writing skills, appreciation of the liberal arts, good organizational skills and the ability to work independently, but also to contribute effectively to the admissions team effort. A bachelor's degree is required.

Salary is competitive and will reflect experience and qualifications. Send a letter of application, resume and two references by May 8, 1992 to:

Gayle W. Pollock  
Director of Admissions  
Allegheny College  
Meadville, PA 16335

Allegheny College is an Equal Opportunity Employer.



Lists of the latest books of interest to Academic—  
scholarly books and books  
about higher education —

every week in The Chronicle.



## Harvard University

### Chief Conservator in the Harvard University Library and in the Harvard College Library

### Assistant Conservator in the Harvard College Library

The Harvard University Library represents more than 90 library units with collections of 12 million volumes. The Harvard College Library, the largest unit of the University Library, includes the Houghton Library (500,000 rare books and 5 million manuscripts) as well as special collections, manuscripts, maps and photography in a number of other research libraries.

## Chief Conservator

Reporting to the Malloy-Rabinowitz Preservation Librarian, the Chief Conservator is the principal officer responsible for the physical treatment and protection of the extensive special collections of the Harvard University Library. The incumbent is responsible for recommending and carrying out complex conservation projects and works closely with collection curators to determine the best course of action for a particular item/collection. The incumbent will be expected to pursue independent research to analyze and document historic book structures and book production.

The Chief Conservator manages a centralized conservation laboratory and hires, supervises, and evaluates conservation staff including professional book and paper conservators, contract conservators working both on-site and off-site. The Chief Conservator evaluates the work done by collection conservators working in the libraries and in consultation with their supervisors, provides training and oversight as required.

**Requirements:** A Ph.D. in a humanities discipline. Formal training in the conservation of rare books and manuscripts. A minimum of ten years' experience with demonstrated excellence performing complex conservation treatments on rare books and manuscripts (demonstrated by submitting descriptions of up to four individual projects accompanied by appropriate documentation). Extensive knowledge of pre-1800 bookbinding history as demonstrated by a record of teaching, scholarship, and research. A record of scholarly publishing in a field of rare book description, with an emphasis on historic book structures. Experience as a consultant to historical repositories, archives, and libraries. Experience supervising and training professional conservators. Experience managing a cost-recovery workshop treating rare books. Anticipated salary mid 50's.

## Assistant Conservator

Reporting to the Chief Conservator, the Assistant Conservator provides expert conservation treatment for the special collections in the Harvard College Library. Examines, appraises, and performs a wide variety of treatment operations designed to preserve the historic, artifactual, and intrinsic value of materials, stabilize their condition, and protect them. Approximately 75% of the incumbent's time would be treating materials. Participates in survey projects and in developing and implementing cost-effective strategies for large artifact collections. Coordinates schedules for work in the lab and supervises the project work of contract conservators or conservation technicians. Participates in training and specifies supplies and maintaining equipment.

**Requirements:** A Master's degree from an accredited conservation training program and three years' professional experience. Proficiency in the treatment of artifacts and large special collections (demonstrated by submitting descriptions of up to four projects accompanied by appropriate documentation). A background in the conservation of archival collections preferred. Anticipated salary mid 30's.

To apply send a letter of interest, resume and the names of three references by May 26, 1992 to Hazel Stamps, Director of Personnel Services, Widener 188, Cambridge, MA 02138. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity.

## EDITOR

The University of Pennsylvania Medical Center's Award-winning employee magazine, *HUPdate*, is seeking an editor. Candidates must have significant experience as an editor and accomplished writing skills. Previous work must demonstrate good organization, creativity, a sense of what makes an interesting article, expert word-crafting, a range of styles to please a readership of 9,000, and an ability to meet the tight and unrelenting deadlines of a 24-page monthly publication. A background in an academic medical setting will be considered a plus.

The position offers a highly competitive salary and excellent benefits. Please send resume to Marshall Lodge, Ph.D., Acting Director, Public Affairs Department, University of Pennsylvania Medical Center, 3400 Spruce Street, 201 Broadway Hall, Philadelphia, PA 19104. We are an equal opportunity employer.

**Public Health/Nutrition:** Allied Health Department, University of Pennsylvania Medical Center, 3400 Spruce Street, 201 Broadway Hall, Philadelphia, PA 19104. We are an equal opportunity employer.

**Psychology/Sociology:** Academic year position available September 1992, at Dartmouth College, a two-year unit of the University System of Oregon. Master's in psychology with graduate hours in sociology required. Ph.D. and teaching experience preferred. Responsibilities include: teaching three five-hour courses per quarter (summer optional), academic advising, supervising three research projects, departmental planning and development. Application closing date: May 15, 1992. A complete application should include: resume; letter addressing above responsibilities and qualifications; plus statement reflecting applicant's commitment to the two-year community college; names, addresses, and telephone numbers of three references; and unofficial transcripts of all college work. Rank and salary commensurate with education and experience. Official transcripts required before employment. Campus address: 2400 University Road, Albany, Georgia 31707. AA/EOE.

**Publications/Editor:** Publications Production Center, Mansfield College, Oxford, England. Medium qualifications include: BA/MA degree in Arts, Design or a related field. High level of ability to communicate effectively. Five years' experience in



## COMMUNITY COLLEGE OF SOUTHERN NEVADA

formerly

Clark County Community College  
Las Vegas, Nevada

The Community College of Southern Nevada serves a 4-county area of 42,000 square miles with 3 campuses and approximately 40 learning centers, enrolling over 20,000 students (6,500 FTE). Applications are being accepted for two newly created academic positions.

### STUDENT RETENTION MANAGER

Reports directly to the Vice President for Academic Affairs.

**Responsibilities:** Academic advisement, student outcomes assessment, and student retention. Implementation of new faculty advisement program, development and supervision of minority retention program. Work with deans, departments, and director of institutional research to develop student outcomes measurements and analysis, develop an academic follow-up program and monitor graduation rates.

**Qualifications:** Master's degree required, experience supervising staff, demonstrated effective written and oral communications skills and evidence of leadership required, experience in academic advising and retention research preferred, possess an understanding of curriculum and testing.

**Beginning Salary Range:** \$32,000-\$39,000.

### MINORITY RETENTION SPECIALIST

Reports to the Student Retention Manager.

**Responsibilities:** Advising international and minority students on personal and academic issues; formulating assessment of constituency needs and developing strategies to meet those needs; developing and administering programs on career planning, study skills, decision making, and job searching techniques; working closely with faculty members, student government, and student service personnel to develop a mentorship program.

**Qualifications:** Candidate must have a strong commitment as exhibited by past work experience through goals of cultural and ethnic diversity. Bachelor's degree required. Master's preferred in a behavioral science. Applicant must possess organization and computer skills and also skills in testing, counseling, and have prior work experience with cultural and ethnically diverse populations.

**Salary:** \$32,000.

**Application Procedure:** Review of applications will begin May 18, 1992, and will continue until positions are filled. A cover letter, current resume, copies of transcripts, and three letters of reference should be forwarded to: Personnel Office—C1A, Community College of Southern Nevada, 3200 E. Cheyenne Avenue, North Las Vegas, NV 89030. AA/EEOE.

## DIRECTOR OF ENROLLMENT MANAGEMENT St. Thomas Aquinas College Sparkill, New York

Energetic, creative, systems-oriented person to design and coordinate implementation of integrated recruitment and retention systems for a locally sound, suburban New York independent college with a stable enrollment of 2000. Knowledge of marketing and information systems. Experience in college admissions (preferably as director) with strong background in financial aid budgeting and packaging, and in recruitment of both resident and commuter students. Master's preferred.

**New Position:** responsible to Vice President for Academic Affairs, available summer '92. Excellent salary and fringe package, commensurate with background and experience. Reply with letter of interest, current resume, and names, addresses and phone numbers for three references to:

Dr. Peter D. O'Connor  
Vice President for Academic Affairs  
St. Thomas Aquinas College  
Sparkill, New York 10976

An Equal Opportunity Employer.

## SELMA UNIVERSITY Director of Development

Selma University invites applications for the position of the Director of Development. This person will be the principal fund raiser and institutional development person. He/she will report to the President.

The successful candidate will provide leadership in the expanded and multifaceted external fund-raising program which includes alumni and church relations, annual fund, corporate and foundation support, planned giving, church support and developing a viable endowment.

**Minimum qualifications:** are a bachelor's degree, master's degree preferred, 3 to 5 years' experience in institutional development and fund raising at a four-year college. Must be capable to work with a small black church-related institution. Must have record of initiating and managing various fund-raising operations. Salary depends on qualifications. Position available in August 1992.

Selma University is a small HBCU, four-year liberal arts college supported by the Alabama State Missionary Baptist Convention, Inc. Send a letter of application with a vita, three references in the area of experience, and other documents before May 18, 1992 to Dr. B. W. Dawson, President, Selma University, 1501 Lapsley Street, Selma, AL 36701. An Equal Opportunity Employer.

**Public Relations:** See regular classified advertisement under Communications, Suffolk University.

**Public Relations:** Director of College Relations. Minimum qualifications: B.S. or M.A. degree in Public Relations, Marketing, or a related field. Master's degree in Public Relations, Marketing, or a related field. Five years of experience in directing the public relations or college relations program with strong managerial skills. Solid knowledge of print media and advertising media. Directly responsible for planning, implementing and administering the college's public relations program to promote Graceland College. Serves as campus spokesperson for all external media including newspaper interviews, radio, television, and other media. Reports to the Vice President for Institutional Advancement. Submit application letter, resume, and references before May 15, 1992 to Gerald Dawson, Personnel Specialist, 2000 Public Relations College Avenue, Lamoni, Iowa 50401. AA/EEOE.

## RESIDENCE LIFE

SUNY Purchase, located 30 miles north of New York City, is the youngest of the SUNY schools and serves 4000 students each semester in its first-class College of Letters and Science, conservatory-based School of the Arts, and its community-oriented Division of Continuing Education.

### Director of Residential Life

SUNY Purchase seeks experienced professional to provide energetic leadership and direction for a housing/residential life program which supports the educational mission of the College. The Director supervises eight professionals, two clerical staff, 62 paraprofessionals and reports directly to the Vice President for Student Affairs. Is responsible for program development, policy, facilities, budget, and staffing which accommodates 1700 residents; and serves as one of seven directors within the Division of Student Affairs. M.A. and 5-7 years of successful residential experience at the management level required. Doctorate a plus. Evidence of achievement in fostering multi-culturalism, ability to manage limited resources creatively and understanding of the fine and performing arts desirable. Salary, mid 40's. Expected start by July 1. Application review begins May 1.

**Residence Coordinator (anticipated opening)**  
A 10-month Residence Coordinator manages a 300-500 student residence hall/apartment complex, providing supervision of paraprofessional staff, oversight of all educational programming, counseling, advising and student advocacy and coordination of facilities concerns. B.A. required; M.A. preferred. Salary competitive; housing provided. Expected start, Aug. 1. Application review process begins May 1.

Applicants should send letter, vita and names, addresses including phone numbers of three recommenders to:

Mr. Peter Brown  
Personnel Office  
SUNY Purchase  
735 Anderson Hill Road  
Purchase, New York 10577

## DIRECTOR OF ADMISSIONS - GRADUATE & SPECIAL PROGRAMS

North Park College and Theological Seminary is seeking a person to plan, direct, and manage the admission and retention of adult learning, graduate education, and special undergraduate programs.

This person will report directly to the Vice President for Institutional Advancement.

Candidates should possess a graduate degree and have significant knowledge and/or experience related to enrollment management, recruiting, marketing, and student aid.

The position requires commitment to North Park's mission of Christian higher education, strong communication and interpersonal skills, and a management style that is collegial, marketing sensitive, systems driven, and creative.

Applications will be reviewed beginning April 1 until the position is filled. Apply to:

James A. Bragg  
Vice President for Institutional Advancement  
North Park College and Theological Seminary  
3225 W. Foster Avenue  
Chicago, IL 60625-8925

North Park is an EEO employer.

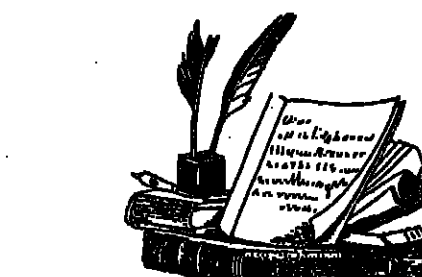
## DIRECTOR OF COUNSELING

Effective Date: August 1, 1992 or later; application deadline: May 20, 1992. Salary: \$42,000 or above (DOQ). Requirements and experience: Doctoral degree in Counseling or Counseling Psychology or highly related field, and eligibility for licensure in the state of New Mexico. Five to seven years of experience, five of which should be university level. Previous administrative experience and licensure preferred. Detailed announcement of position available upon request. Good fringe benefits package for employees.

Send letter of interest including a statement of counseling center philosophy, statement of interest in graduate work, and the names, titles, addresses, and telephone numbers of three references who can attest to the candidate's professional qualifications. REPLY TO: Dr. Patricia Wolf — Vice President, Student Affairs

New Mexico State University  
Box 30001, Dept. 2923 • Las Cruces, NM 88003  
Telephone: (505) 646-1722

NEW MEXICO STATE UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. Offer of employment is contingent upon verification of individual's eligibility for employment in the United States.



A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —  
every week in The Chronicle.

## GONZAGA UNIVERSITY DIRECTOR OF DEVELOPMENT

Gonzaga University announces a search for its Director of Development to assume direct administrative and operational responsibility for the University's fund-raising programs. The Director reports to the Vice President for University Relations and manages the areas of annual giving, major gifts, corporate foundation relations, planned giving, alumni development, law school development, and special management. The Director of Development serves as the primary liaison between the University and the business and professional communities. Major responsibilities include establishing fund-raising goals and objectives, a long range plan and budget, overseeing a detailed program of solicitation, and assigning prospective donors to development officers for cultivation, solicitation, and stewardship. The Director works closely with the University Relations department to assign prospective donors to development officers for cultivation, solicitation, and stewardship. The Director works closely with the University Relations department to assign prospective donors to development officers for cultivation, solicitation, and stewardship. The Director works closely with the University Relations department to assign prospective donors to development officers for cultivation, solicitation, and stewardship.

Candidates will be interviewed beginning May 8, 1992. Nominations and applications, including a letter of application, resume, and letters from three professional references should be directed to:

Steve Doudle  
Director of Personnel Services  
Gonzaga University  
Spokane, WA 99268-0001

Gonzaga University, a Jesuit, Catholic university founded in 1863 and located in Spokane, Washington, enrolls 4,000 students in seven schools and departments: Arts, Business, Engineering, Education, Professional Studies, and Graduate School. Gonzaga University is an Equal Opportunity/Affirmative Action Employer.

## University of Minnesota LICENSING ASSOCIATE OFFICE OF PATENTS AND LICENSING

Academic administrative position reporting to an Assistant Director of Patents and Licensing.

**Responsibilities:** Identify potential technologies developed by researchers at the University and license these technologies to companies worldwide. This involves identifying technologies, evaluating patent feasibility, conducting research, identifying potential licensees, negotiating licenses, and managing the licensing process.

**Minimum qualifications:** Bachelor's degree in science or engineering field and experience in technology transfer and licensing. Desired qualifications: Training license experience in an academic or industrial setting, familiarity with patent law, and excellent oral and written communication skills.

Applications must be postmarked by May 11, 1992. Send resume and letter of application describing experience and relevant accomplishments to:

Licensing Associate Search Committee, University of Minnesota  
Office of Research and Technology Transfer  
Suite 201, 1101 W. Washington Avenue, South  
Minneapolis, MN 55415-1226

The University of Minnesota is an equal opportunity educator and employer.

## Director of the Library

Lead a team of energetic professionals as we automate, design, and construct a new library facility. If you have a master's degree in library science from an ALA-approved school and the requisite experience and personality, you might be our person! Application review will begin on May 15, 1992. For more information, write to:

Vice Pres. for Academic Affairs  
c/o Mrs. Kathy Musselman  
Mount Aloysius College  
1 College Drive  
Cresson, PA 16860

Sponsored by the Sisters of Mercy

**Reading Tutors:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$12,000-\$15,000. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$10,000-\$12,000. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$8,000-\$10,000. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$6,000-\$8,000. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$4,000-\$6,000. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$2,000-\$4,000. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$1,000-\$2,000. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$500-\$1,000. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$250-\$500. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$125-\$250. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$62-\$125. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$31-\$62. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$15-\$31. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$7-\$15. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$3-\$7. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$1-\$3. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$0-\$1. **Reading Assistant:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$0-\$0. **Reading Tutor:** Fall, 1992. Requirements: Graduate degree in Reading, and 1-2 years of experience in reading instruction. Salary: \$0-\$0. **Reading Assistant:** Fall, 1992. 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**DEAN  
COLLEGE OF EDUCATION  
MICHIGAN STATE UNIVERSITY**

Master's degree in Ophthalmology and two  
year experience required. Position requires  
a demonstrated record of independent re-  
sponsibility.

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## DEAN OF ADMISSIONS AND ENROLLMENT MANAGEMENT

CORNELL COLLEGE  
Mount Vernon, Iowa

Cornell College invites applications and nominations for the position of Dean of Admissions and Enrollment Management.

### The Position

The Dean of Admissions and Enrollment Management is a cabinet level position with faculty status reporting directly to the President. The Dean is responsible for admissions, recruiting, marketing, financial aid, and retention. The college offers a competitive salary and benefit package.

### Preferred Qualifications

Cornell seeks candidates who have skills in marketing and communications, research and data analysis, planning and organizing, budget management, and a working knowledge of student financial aid policies and procedures. Several years of experience, preferably in private college admissions work at an institution that has an orientation to the comprehensive enrollment management approach, are required. Strong interpersonal skills and the ability to operate within a team-oriented environment are essential.

### The College

Cornell College is a private, residential liberal arts college with 1100 students. The college is affiliated with the United Methodist Church and is a member of the Associated Colleges of the Midwest (ACM). Cornell is located in Mount Vernon (population 3800), 15 miles east of Cedar Rapids and 20 miles north of Iowa City. The campus includes 37 buildings on 110 wooded acres and is listed on the National Register of Historic Places. Cornell is known for its innovative "Once-Course-A-Time" calendar and enjoys an excellent academic reputation regionally and nationally. The diverse student body comes from over 40 states and about 15 foreign countries with approximately one-fourth from Iowa.

### Application Procedure

A letter of application, resume, and names of three references should be sent to: Dean of Admissions and Enrollment Management Search Committee, c/o Ms. Ann Opatz, Cornell College, 600 First Street West, Mount Vernon, Iowa 52314-1098. Consideration of applications will begin May 1, 1992. The position will be available August 1, 1992.

## Cornell College

Established in 1853 • Mount Vernon, Iowa

Cornell College is an Equal Opportunity/Affirmative Action employer and encourages applications from women and minority candidates.

**Research/Physiology Research Associate** needed to perform the following: small animal surgery, including laryngectomy and tracheostomy; histology, including immunohistochemistry, preparation of tissue for electron microscopy, extraction of blood and primary cultures to measure hormones by high-performance liquid chromatography with electrochemical detection; determination of brain peptides by radioimmunoassay; collection of data for publication; and presentation of research findings. A Ph.D. degree in physiology or a related discipline and two years of related experience is required. Salary: \$22,545 per year. Consider the following: State Employment Service, P.O. Box 12410, 2915 S.W. 15th Avenue, Fort Lauderdale, FL 33315-2410. Job order number: 2915-15. Equal Opportunity Employer, M/F/V/H/V.

**Research/Physiology Research Associate**, degree in physiology, performs experiments on various kinds of materials with an emphasis on superconductivity in an effort to advance the field of superconductivity. Take University of Illinois at Chicago, Chicago, Illinois 60607. Attention: Maxine Counts. Reference #V-C-008-C. No calls. An employer paid ad.

**Research/Physiology Research Associate**, degree in physiology, performs experiments on various kinds of materials with an emphasis on superconductivity in an effort to advance the field of superconductivity. Take University of Illinois at Chicago, Chicago, Illinois 60607. Attention: Maxine Counts. Reference #V-C-008-C. No calls. An employer paid ad.

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## THE UNIVERSITY OF SOUTH CAROLINA

### Development Director/ Foundation Executive

The University of South Carolina invites applications from senior development officers for the position of Executive Director of the USC Educational Foundation and Director of Development/Capital Campaigns.

The University of South Carolina is the major comprehensive state institution with over 40,000 students on nine campuses. The original campus is at Columbia, with extensive undergraduate and graduate programs along with law and medical schools. In addition, there are three four-year campuses and five two-year campuses throughout South Carolina. Private support in 1990-91 totaled \$22.7 million. The USC Educational Foundation is the primary private gift receiving foundation for the University. It has assets of \$10 million which benefit the entire USC system by providing scholarships, professorships, and academic program enhancement funds.

As Executive Director, the successful applicant will report to the Vice President for Advancement/Executive Director of the Educational Foundation and the Board of the Foundation. He or she will be responsible for the day-to-day management of Foundation affairs, including signature authority, financial and legal documentation and reporting, and staffing, as directed by the Executive Director and in accordance with policies established by the Foundation Board.

As Director of Development/Capital Campaigns the successful applicant will direct all fund-raising programs of the development office including the planning and implementation of capital campaigns. He or she will report to the Vice President for Advancement/Executive Director of the Educational Foundation.

Candidates must possess a variety of financial, management and fund-raising skills. Professional background should include increasing responsibility in major fund-raising experience as well as a demonstrated record of success working with senior administration, board members and major volunteers. Successful prior campaign management experience is essential.

Salary and benefits are competitive. The Director of Development/Capital Campaigns position is a non-classified state position and the Foundation pays a pro rata portion of the salary from non-governmental funds for the Executive Secretary duties.

Applications will be accepted until the position is filled. Candidates should send a letter of interest, resume and names and addresses and phone numbers of three professional references to Dr. James H. Ross, Vice President for University Advancement/Executive Director of the USC Educational Foundation, University of South Carolina, Osborne Administration Building, Columbia, SC 29208.

USC is an equal opportunity/affirmative action institution

## CAL POLY POMONA

### Associate Dean - Environmental Design

Cal Poly Pomona invites applications and nominations for Associate Dean, College of Environmental Design, which includes Departments of Architecture, Landscape Architecture, Urban and Environmental Planning, and Environmental Studies. The candidate will be responsible for the day-to-day management of the college, including financial, academic, and administrative matters. The candidate must have a Ph.D. in a related field and at least five years of experience in a similar position. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Associate Dean Search Committee, Cal Poly Pomona, 3801 West Temple Avenue, Pomona, California 91768-0406.

For application and additional information, contact: Search Committee, College of Environmental Design, Cal Poly Pomona, 3801 West Temple Avenue, Pomona, California 91768-0406.

Counts, Reference #V-C-008-C. No calls. An employer paid ad.

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## Webster University

SAINT LOUIS, MISSOURI  
GENEVA • FRIEDEN • LONDON • VIENNA

### DEAN

## SCHOOL OF BUSINESS AND MANAGEMENT

Webster University invites applications and nominations for the position of Dean of the School of Business and Management. The University has approximately 2,200 students in business and management programs at its four campuses in St. Louis, Missouri. The University also has other extended campus locations. The newly created School of Business and Management delivers a variety of undergraduate and graduate programs, including a doctoral program in management. The Dean will be responsible for the day-to-day management of the school, including financial, academic, and administrative matters. The candidate must have a Ph.D. in a related field and at least five years of experience in a similar position. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Dean Search Committee, Webster University, 470 East Lockwood Avenue, St. Louis, MO 63119. Fax: 314-993-7471.

**INSTITUTION:** Webster University, founded in 1915, is an independent, comprehensive, international, multicampus institution offering undergraduate and graduate programs in the liberal arts, fine arts, education, and business and management. Webster is committed to excellence in teaching, to joining theory and practice as closely as possible, to providing an academic challenge, and to being internationally focused. The University enrolls approximately 5,900 FTE students.

**POSITION:** As the School's chief academic officer, the Dean reports to the Academic Dean of the University and is responsible for the academic, personnel and fiscal aspects of the school. The Dean leads the faculty in the development, evaluation and delivery of the curriculum, scholarship, and advising. The Dean maintains a collegial and consultative relationship with other academic administrators of the University, and helps promote strong business community support for the school. The Dean retains faculty rank and teaches one course each year.

**QUALIFICATIONS:** The successful candidate will possess an earned doctorate in a relevant field of the School, have demonstrated excellence in classroom teaching, and have a successful record of administrative leadership in higher education.

**APPLICATIONS:** The review of applications will begin May 15, 1992 and continue until the position is filled. The starting date of this position is on or after July 1, 1992, but not later than September 1, 1992. Candidates should submit a letter of application with a resume to: Academic Dean of the University, Business and Management Search Committee, Webster University, 470 East Lockwood Avenue, St. Louis, MO 63119. Fax: 314-993-7471.

Equal Opportunity, Affirmative Action Employer

Webster University is an Equal Opportunity/Affirmative Action Institution

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## EXECUTIVE DIRECTOR STUDENT SUCCESS CENTER

With over a century of excellence in education, research and service to our communities, the Georgia Institute of Technology is evolving to meet society's changing needs. We have created the Student Success Center to attract, retain, and inspire the success of Georgia Tech students.

We are seeking a dynamic and creative leader with the ability to explore diverse innovative ways of melding human and technological resources to provide vital services to prospective, current, and former students of Georgia Tech. The Executive Director, who will serve as the primary sales and marketing person for the University's prospective and current students, will report to the Vice President for External Affairs, who will also act as the chairman of the Student Success Center Advisory Board.

Preference will be given to candidates who have translated ideas into action to gain market share through the application of advanced communication technologies and to those who have accomplished such feats by employing and empowering a diverse work force. Must have proven and progressive management experience with strong marketing skills.

The Center, an \$18 million facility, will house key university functions including admissions, financial aid, and placement and be a major force in attracting promising high school students, transforming prospective students into students capable of negotiating the Institute's rigorous curriculum, and making the most of its social, cultural, and athletic opportunities. The Center will be a showcase to the international community as part of the Olympic Village for the 1996 Centennial Summer Olympic Games.

Georgia Tech offers competitive salaries along with an outstanding benefits package that includes an excellent vacation and sick leave plan. Also, several attractive group insurance and tax deferred annuities are available.

Please send your resume along with any supporting material to:

James M. Langley  
Vice President for External Affairs  
Code CH4E  
Georgia Institute of Technology  
Atlanta, GA 30332-0180

AN EQUAL EDUCATION/EMPLOYMENT OPPORTUNITY INSTITUTION

## Georgia Tech

### DEAN OF ADMISSION

St. Norbert is a comprehensive Catholic college of arts and sciences of more than 1800 students situated in the Green Bay/Door County region of Wisconsin. The College offers 37 majors and 100 minors, a nationally recognized leadership program, a noted career services and living-learning program. For the past four years, St. Norbert has been ranked by U.S. News & World Report as one of the top five colleges in the Midwest.

The Dean of Admission is responsible for the development and implementation of a comprehensive enrollment management plan and is directly responsible for the recruitment and admission of undergraduates. Significant knowledge of marketing and successful recruitment strategies in undergraduate admissions is required.

The Dean of Admission reports to the Vice President for Advancement. He or she will work closely with faculty, and chair the College's Admission Committee. The successful candidate must demonstrate strong leadership qualities in all parts of the admission process, have a strong commitment to programs which increase student diversity and international students. The successful candidate will be conversant with computerized systems, be an energetic manager familiar with "Prospect Management" and comfortable with an institutional commitment to supporting student recruitment. Minimum requirement is a baccalaureate degree with five years of senior level experience. Reporting arrangements and salary negotiable.

Position is available on or after June 1, 1992. Submit letter of application and resume by May 1, to:

Office of Personnel  
St. Norbert College  
De Pere, Wisconsin 54115

Whitman College is an Equal Opportunity, Affirmative Action Employer.

**Residence Life Assistant Director of Residential Life**, anticipated opening. The College of Whitman College, 101 North Clinton Street, Pullman, WA 99163. The Assistant Director of Residential Life, under the supervision of the Director of Residential Life, is responsible for the day-to-day management of the college's residential life programs. The candidate must have a Ph.D. in a related field and at least five years of experience in a similar position. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Assistant Director Search Committee, Whitman College, 101 North Clinton Street, Pullman, WA 99163.

**Residence Life Assistant Director of Residential Life**, anticipated opening. The College of Whitman College, 101 North Clinton Street, Pullman, WA 99163. The Assistant Director of Residential Life, under the supervision of the Director of Residential Life, is responsible for the day-to-day management of the college's residential life programs. The candidate must have a Ph.D. in a related field and at least five years of experience in a similar position. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Assistant Director Search Committee, Whitman College, 101 North Clinton Street, Pullman, WA 99163.

**Residence Life Assistant Director of Residential Life**, anticipated opening. The College of Whitman College, 101 North Clinton Street, Pullman, WA 99163. The Assistant Director of Residential Life, under the supervision of the Director of Residential Life, is responsible for the day-to-day management of the college's residential life programs. The candidate must have a Ph.D. in a related field and at least five years of experience in a similar position. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Assistant Director Search Committee, Whitman College, 101 North Clinton Street, Pullman, WA 99163.

**Residence Life Assistant Director of Residential Life**, anticipated opening. The College of Whitman College, 101 North Clinton Street, Pullman, WA 99163. The Assistant Director of Residential Life, under the supervision of the Director of Residential Life, is responsible for the day-to-day management of the college's residential life programs. The candidate must have a Ph.D. in a related field and at least five years of experience in a similar position. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Assistant Director Search Committee, Whitman College, 101 North Clinton Street, Pullman, WA 99163.

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## UNIVERSITY OF HARTFORD

### Vice President for Development

The University of Hartford seeks candidates for the position of Vice President for Development. The Vice President is the chief administrator and advisor to the President for fund raising, and constituent relations, and serves as a member of the President's senior staff. Located in West Hartford, Connecticut, the University is an independent, comprehensive institution which enrolls approximately 8,000 full- and part-time students in its 100 undergraduate and 60 master's and doctoral programs. The faculty offers instruction in nine schools and colleges: Arts & Sciences; Basic Studies; Business; Engineering; Technology; Education; Nursing and Health Professions; the Hart School of Music; the Hartford Art School; and the Hartford College for Women.

Primary duties include strategic planning, goal analysis and setting, and the design and implementation of a much expanded advancement program which serves to enhance alumni and public relations initiatives as well as current, capital, and endowment fund-raising methods.

Qualified candidates will have a record of creative leadership, both internally with faculty and staff as well as externally with Regents, Trustees and alumni. Deep experience with the key aspects of institutional advancement with strong emphasis on major gifts and constituency relations is essential as is a commitment to privately sponsored higher education. Skills in written and oral communication, excellent managerial abilities, and a high level of energy and initiative are also expected in the candidate of choice. Marketing experience is helpful. Consideration will be given to individuals with corporate experience who have been a significant part of the University's development efforts. A bachelor's degree is required; an advanced degree is desirable.

Review of nominations and applications will begin immediately and continue until the selection of the candidate of choice is made.

Resumes, cover letters and/or nominations should be directed to:

Martha Z. Stachurski  
Senior Vice President, Executive Search  
Barnes & Riche, Inc.  
819 Connecticut Road  
Building Three, Suite 110  
Riverside, CT 06460

The University is an Equal Opportunity, Affirmative Action Employer and specifically invites and encourages applications from women, minorities, and members of under-represented groups.

### VICE CHANCELLOR

### BUSINESS & ADMINISTRATIVE SERVICES

### University of California, Santa Cruz

Reporting directly to the Chancellor, the Vice Chancellor serves as the chief administrative service officer for the University of California, Santa Cruz. The incumbent will work closely with other Vice Chancellors, Deans and Directors to assure the effective implementation of administrative and business services in support of the University's academic mission. Requires significant experience in the effective implementation of administrative and business services, including skills in demonstrated managerial and supervisory experience, including skills in demonstrated managerial and supervisory experience, including skills in demonstrated managerial and supervisory experience. Excellent benefits package. Applications/resumes, salary history, and the names and addresses of three references should be sent to: Vice Chancellor Search Committee, University of California, Santa Cruz, CA 95064-5001. Position is subject to the Financial Disclosure Requirements of the CA Political Reform Act of 1974. AA/EEOE.

Programs in student life and the live-in supervision of a female residence hall of 177 students. Successful applicants will possess a Ph.D. in a related field, a minimum of five years of experience in a similar position, and a strong commitment to the University's academic mission. The position is a full-time, non-tenured position. Salary is \$45,000 per year. Applications should be sent to: Assistant Director Search Committee, Whitman College, 101 North Clinton Street, Pullman, WA 99163.

**Residence Life Assistant Director of Residential Life**, anticipated opening









## Rockford College

### PRESIDENT

The Board of Trustees invites nominations and applications for the position of president of Rockford College, Rockford, IL. The position will be open in August 1992.

Rockford College is a private, independent coeducational college with a rich 145-year heritage of providing liberal education and career preparation supported by an honors program and a chapter of Phi Beta Kappa. Rockford College also offers graduate degree programs in education and business administration with opportunities to study abroad at both graduate and undergraduate levels. Fall 1991 enrollment was approximately 700 full-time students, with a full-time equivalency of 937 students.

Rockford is the second-largest city in Illinois, with a metropolitan population of approximately 250,000, located about 70 miles northwest of Chicago's O'Hare Airport and 20 miles south of the Wisconsin border.

- Candidates will be expected to possess:
- Experience as a successful independent college president, with Ph.D. or equivalent.
  - Thorough grounding in curricular, faculty and student-life issues.
  - Strategic planning experience and entrepreneurial perspective.
  - High energy and goal orientation.
  - Strong fund-raising skills and achievement.
  - Proven marketing and enrollment management experience.
  - Strong team-building and communications skills.
  - A participative management style.

The deadline for nominations and applications is May 26, 1992. Brief letters of nomination or interest, and all other correspondence, should be addressed to:

Lawrence R. Gloyd, Chairman  
Presidential Search Committee  
Rockford College  
5050 East State Street  
Rockford, IL 61108-2393

Rockford College is an equal opportunity employer.

## Vice President for Administrative Affairs

### St. Cloud State University

Responsibilities: As chief financial officer for a comprehensive institution with a budget exceeding \$90 million, the Vice President for Administrative Affairs is responsible for the supervision of all financial and budgeting areas as well as buildings and grounds, personnel, security and parking, printing services, computer services, and food services; promotes equal employment opportunity, affirmative action, and cultural diversity; works collaboratively in a collegial bargaining environment.

Qualifications: Advanced degree in business, public, or educational administration or related field; pertinent professional certifications; a minimum of five years' senior level experience in university administration and/or financial management preferred. Must have demonstrated competence in leadership, communications, planning, supervision, team-building, problem-solving, and constructive interaction with multiple constituencies of varied and diverse backgrounds; evidence of commitment to BEO/AA and cultural diversity; knowledge of and experience with college bargaining and democratic decision making in higher education preferred.

Starting Date: July 1, 1992, or as soon as possible thereafter.

Applications: Completed application including a letter of application, addressing the responsibilities and qualifications, resume/vita, 3 letters of recommendation, and names and telephone numbers of 3 additional references, and transcripts should be postmarked no later than May 23, 1992.

To apply or for further details contact: Administrative Affairs Search Committee, c/o President's Office, St. Cloud State University, 720 Fourth Avenue South, St. Cloud, MN 56301-4498.

SCSU encourages applications from women and members of minority groups.

Special Education: California State Polytechnic University, Pomona, California 91768. Two assistant professor full-time positions with minor responsibilities in instruction and supervision of teacher interns and supervision of moderate disabilities, beginning July 1992. Position One: Field Coordinator, two-year field experience in special education, 3-4 years in local public schools. Teach related graduate coursework in special education. Position Two: Lecturer: one-year position teaching graduate coursework, supervising interns and supervising of moderate disabilities, beginning July 1992. Position One: Field Coordinator, two-year field experience in special education, 3-4 years in local public schools. Teach related graduate coursework in special education. Position Two: Lecturer: one-year position teaching graduate coursework, supervising interns and supervising of moderate disabilities, beginning July 1992. Position One: Field Coordinator, two-year field experience in special education, 3-4 years in local public schools. Teach related graduate coursework in special education. Position Two: Lecturer: one-year position teaching graduate coursework, supervising interns and supervising of moderate disabilities, beginning July 1992.

## Northern Kentucky University

### Vice President for Student Affairs

Northern Kentucky University invites nominations and applications for the position of Vice President for Student Affairs. The Vice President for Student Affairs has general responsibility for all areas of reports to the President and has general responsibility for all areas of student life and oversees the student support services and activities provided through the Dean of Students (African-American Affairs, Residential Life-Housing, Student Activities, and Campus Recreation), Assistant Vice President for Student Development (Health Services, Career Services, Counseling Center, Trio Grant Program, and Enrollment Management (Admissions, Financial Aid, and Registrar). The Vice President for Student Affairs facilitates communication between the student body and the University administration.

Minimum educational requirements include a master's degree in student personnel administration, higher education, or an area pertinent to the job responsibilities; doctoral degree preferred. Candidates should have a history of progressively responsible experience in student affairs administration and be committed to cultural diversity.

Candidates must have the demonstrated ability to work successfully with a variety of groups such as student organizations, residential populations, University and community leadership, and faculty. Innovative and dynamic leadership are desired traits.

Northern Kentucky University is a progressive and comprehensive metropolitan university with the main campus located in Highland Heights, Kentucky, just seven miles south of Cincinnati, and with a branch campus located in Covington. More than 11,500 students are taught by approximately 466 FTE faculty. Residential life houses 1,000 students on campus with the remainder commuting from surrounding counties. Degree programs are offered in the Colleges of Arts and Sciences, Business, Professional Studies and the College of Law. Salary will be commensurate with experience and qualifications. A letter of interest, resume with the names, addresses, and telephone numbers of three professional references, and a brief statement on the role of student affairs in a metropolitan, commuter, non-traditional student environment must be sent to:

Dennis L. Taulbee, Search Chair  
Vice President for Administration  
Northern Kentucky University  
810 Administrative Center  
Highland Heights, KY 41099

Screening by the search committee will begin on May 15. Preference will be given to candidates meeting that deadline. Northern Kentucky University actively seeks minority and women applicants and is an affirmative action/equal opportunity employer.

## Coast Community College

### PRESIDENT

#### GOLDEN WEST COLLEGE

Located in Orange County on Southern California's beautiful coastal area between Los Angeles and San Diego, CCC's multi-campus district currently seeking nominations and applications for the presidency of Golden West College, Huntington Beach. A fully accredited two-year community college since 1966, GWC currently offers 140 academic and vocational programs and prepares more than 14,000 students each semester to meet the global challenges of a multicultural society.

The successful candidate will have no less than a Master's degree, at least 3 years' senior administrative experience at the collegiate level, college-level classroom teaching experience, and ability to work effectively within a shared governance environment. Compensation includes an annual salary of \$89,040, monthly mileage allowance, and excellent fringe benefits.

To obtain an application packet, please call (714) 432-5007. Nominations or requests for additional information should be directed to:

Coast Community College District  
Office of Human Resources  
Attn: Dr. John Reiley  
P.O. Box 1949  
Costa Mesa, CA 92628

A District application form must be submitted no later than the deadline of 5/15/92.

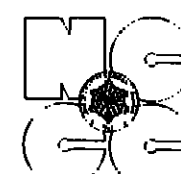
Resumes will not be accepted in lieu of required forms.

An Equal Opportunity, Affirmative Action Employer

Communications Department: Northern Kentucky University, Highland Heights, Kentucky 41098-0001. Review of applications will continue until position is filled. Northern Kentucky University is an Equal Opportunity, Affirmative Action Employer.

Special Education: California State Polytechnic University, Pomona, California 91768. Two assistant professor full-time positions with minor responsibilities in instruction and supervision of teacher interns and supervision of moderate disabilities, beginning July 1992. Position One: Field Coordinator, two-year field experience in special education, 3-4 years in local public schools. Teach related graduate coursework in special education. Position Two: Lecturer: one-year position teaching graduate coursework, supervising interns and supervising of moderate disabilities, beginning July 1992. Position One: Field Coordinator, two-year field experience in special education, 3-4 years in local public schools. Teach related graduate coursework in special education. Position Two: Lecturer: one-year position teaching graduate coursework, supervising interns and supervising of moderate disabilities, beginning July 1992.

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## North Country Community College

### PRESIDENT

The Board of Trustees of North Country Community College invites nominations, applications, and letters of inquiry for the position of President. It is expected that the selected candidate will be available for the fall, 1992 semester.

Founded in 1967, North Country Community College, located in the Adirondack Olympic Region of northern New York, is sponsored by Franklin and Essex counties. Its services are provided at three campus sites—Saratoga Lake, Malone, and Ticonderoga. The College provides an extensive range of higher education programs and is the home of the National Wilderness Education Association. This comprehensive college enrolls approximately 1,500 students in degree programs for a total of 1,000 FTEs.

The following qualifications are considered essential or highly desirable:

- Demonstrated commitment to the mission of a comprehensive community college in a rural environment.
- Earned doctorate from an accredited institution.
- Higher education teaching experience particularly at community college level.
- Demonstrated ability in strategic and long-range planning.
- Demonstrated experience in or knowledge of the collective bargaining process.
- Demonstrated experience in working with state and local governing bodies.
- High level experience in community college administration including budget development, financial management, and resource development.
- Demonstrated commitment to student concerns.
- Demonstrated experience in working with community groups on behalf of the college.

Salary range: low to mid \$70's—plus a comprehensive fringe benefit package. Candidate should forward letter, resume and names, addresses and telephone numbers of three references to:

Catherine M. Young, Chair  
Chair of Presidential Search Committee  
North Country Community College  
P.O. Box 89, 20 Winona Avenue  
Saranac Lake, New York 12983-0089

Screening begins May 11, 1992. Applications accepted until position is filled.

AA/EEO Employer

## Arkansas Tech University

### VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Arkansas Tech University is a state-supported institution located between Fort Smith and Little Rock in Western Arkansas, with approximately 4,200 students.

Reports directly to President, supervises financial planning, preparation of financial reports, budget development and control, computer services, purchasing and inventory control, maintenance and operation of buildings and grounds, and development and administration of personnel policies, payroll, and other administrative and auxiliary services.

Qualifications: Bachelor's degree in accounting or business administration and professional certification in public accounting required with minimum of an advanced degree, five or more years of increasingly responsible work in the area of administration and finance in public higher education required with demonstrated ability to deal effectively with superior, peer, subordinates, the academic community, public officials, media representatives, and the public.

Salary Range: \$60,000-\$65,000 or negotiable per qualifications.

Reports directly to Vice President for Administration and Finance, involved in the operation of auxiliary enterprises, accounting, student accounts, and other duties assigned in the fiscal affairs area.

Qualifications: Bachelor's degree in accounting or business administration and professional certification in public accounting required with minimum of five years' experience in a public college or university business operation and demonstrated effective communication skills and excellent interpersonal skills required; experience with computerized financial data management systems in a public higher education environment preferred.

Salary Range: \$40,000-\$45,000 or negotiable per qualifications.

Application Process: Letters of application, personal vita, and contact information for three references may be submitted to Mr. Fred Clayton, Director of Personnel, Arkansas Tech University, Russellville, AR 72801-2222, through May 29, 1992, or until filled. AA/EEO-M-F

Administrative Activities: Associate Director of Student Activities, James Madison University. The position is responsible for the coordination and supervision of all student activities, including the Student Government, the Student Body, and the Student Activities Council. The position is also responsible for the coordination and supervision of all student activities, including the Student Government, the Student Body, and the Student Activities Council. The position is also responsible for the coordination and supervision of all student activities, including the Student Government, the Student Body, and the Student Activities Council.

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## Carroll College

### PRESIDENT

The Presidential Search Committee of Carroll College invites applications and nominations for the position of President. The President is chief executive officer of the college and reports directly to the Board of Trustees.

Founded in 1846 as Wisconsin's oldest institution of higher learning, Carroll College is a coeducational, liberal arts institution affiliated with the Roman Catholic Church (U.S.A.). Carroll College is located in Waukesha, Wisconsin, a city of 36,000 residents 20 minutes west of Milwaukee. The college confers Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, and Master of Education degrees. The student/faculty ratio is 14:1, with a student body of 1,365 full-time undergraduates, 709 part-time undergraduates, and 19 graduate students. The school has 80 full-time and 40 part-time faculty.

The criteria for the next President include: (1) extensive academic experience, an earned doctorate or the equivalent; (2) a strong commitment to the liberal arts and quality education; (3) evidence of successful administrative experience at a significant decision-making level; (4) a commitment to the development of the college and an understanding of faculty, staff, and student concerns; (5) a record of effective management of financial resources, and (6) a demonstrated ability to raise money through appropriate fund-raising and public relations activities.

Inquiries, applications and nominations, to be submitted by May 15, 1992, will be treated in absolute confidence and should be directed to:

Perishing E. MacAllister, Alice Moran—Co-Chairs  
Presidential Search Committee  
Carroll College  
100 N. East Avenue  
Waukesha, Wisconsin 53186

OR  
Dr. John H. Kuhnle, Managing Vice President  
Korn/Ferry International  
Education Practice  
900 19th Street, NW, Suite 200  
Washington, DC 20006  
Tel: 202/822-9444  
Fax: 202/429-0949

Carroll College is an Affirmative Action, Equal Opportunity Employer.

## MAINE MATHEMATICS AND SCIENCE ALLIANCE

### Executive Director

The Maine Mathematics and Science Alliance, a private, non-profit corporation newly formed to improve the quality and effectiveness of math and science education for all Maine students, K-16, invites nominations and applications for the post of Executive Director. The Director will lead a program funded by a 5-year, \$2 million per year, National Science Foundation grant (pending May 15, 1992 notification) and funds received from other organizations in Maine.

Duties: The position will report to the Alliance Board of Advisors, a group of teachers, professors, school administrators, community leaders, and representatives of professional organizations promoting math and science education and educational reform. Under the policy direction of the Board, the Director will develop a strategic program, direct its execution and design an evaluation plan, ensure its equitable impact, and establish financial controls. The Director will be responsible for a small administrative staff and consultants who specialize in math and science education.

Qualifications: A strong background in mathematics, science or engineering and education, including an understanding of instructional and assessment practices and processes of educational change, especially in the field of mathematics and science, both nationally and in Maine; demonstrated administrative, fiscal, and human resources management skills and an ability to write and speak clearly and to work effectively with others. A record of research and writing, as mathematician, scientist or educator, will help establish a common ground with science and math educators. Preference will be given to individuals with a background in K-12 education.

Compensation will be in the range of \$50,000-\$70,000 per annum, plus benefits, commensurate with experience. The position will be available July 1, 1992. Applications should be received by May 1, 1992.

Nominations and applications should be sent to: E. Bither, Commissioner of Education, State House Station 23, Augusta, Maine 04333. Applications should include a letter stating the applicant's reasons for being interested in the post, a curriculum vitae, and the names and addresses of three references.

Women and minorities are especially invited to apply.

Competitive and commensurate with qualifications and experience. Send letter of application, resume, and three references to: Mr. Lawrence J. Lawrence, Director of Personnel, Kentucky State University, 40001 University Blvd., Frankfort, Kentucky 40601. Applications should be received by May 15, 1992. Kentucky State University is an Equal Opportunity, Affirmative Action Employer.

Student Affairs Development Specialist: Department of Multicultural Services, Texas A&M University. The Department of Multicultural Services, one of the divisions in the Division of Student Services at Texas A&M University, is seeking a full-time position of Student Affairs Development Specialist. The position is located in the Division of Student Services at Texas A&M University. The position is located in the Division of Student Services at Texas A&M University. The position is located in the Division of Student Services at Texas A&M University.

## NEOSHO COUNTY COMMUNITY COLLEGE

### Chanute, Kansas

### PRESIDENT

Neosho County Community College is located in rural, Southeast Kansas in a town of 10,000 serving Neosho, Franklin, and Anderson Counties. The college has grown at an annual rate of 10% over the last three years. Future prospects for growth are excellent.

The President serves as the chief executive officer of the College, reporting directly to a locally elected Board of Trustees.

Candidates for the President should possess, among other qualifications:

- A leader who will work with the Board of Trustees and the College community to provide an open and objective atmosphere for policy making and participatory management.
- A demonstrated commitment to affirmative action and equity in the recruitment and retention of staff, students and faculty, and in the development of College programs, curricula and organizations.
- Ability to provide positive leadership in community relations, marketing, legislative relations, fund raising, and the teaching and learning environment.
- Ability to provide a vision that looks to future opportunities and changes for the College.
- Experience and skills in budgeting, financial management, economic development, strategic planning and organizational development.
- Experience in higher education administration.
- An earned doctorate is desired.

Salary is competitive and commensurate with qualifications and experience. Excellent benefits.

Application Procedure  
Applicants for the position of President are requested to provide:

- A letter of application.
- A current resume or curriculum vita.

Send to: Presidential Search Committee  
Dr. Richard Good, Chairman  
Board of Trustees  
Neosho County Community College  
1000 South Allen  
Chanute, Kansas 66720

Reviewing and screening of applications will begin on June 1, 1992. NCCC is an equal opportunity, affirmative action institution.

ROXBURY COMMUNITY COLLEGE  
PRESIDENT

ROXBURY COMMUNITY COLLEGE is a vibrant educational institution providing educational opportunities to one of Boston's most ethnically and culturally diverse student bodies. At the present time RCC has 1,700 students and 62 full-time and 32 part-time faculty.

Our College was established in 1973 by local residents who continue to play an active role in the life of the College. We are seeking a President to lead the efforts from systems building to further realization of potential opportunities that exist for this unique institution.

Selection criteria for the position of President include:

- Master's degree or higher
- Teaching experience in the post-secondary level
- Demonstrated senior level leadership and administrative experience preferably in both academic and community-based settings
- Political experience gained through public sector work
- Strong financial management experience

Interested candidates should send a curriculum vitae, a list of five references and a one-page letter linking the candidate's experience with the stated criteria for this position.

Mr. Sharif Abdul-Khalique, Chair  
Presidential Search Committee  
Roxbury Community College  
1234 Columbus Avenue  
Boston, Massachusetts 02120  
Application review begins May 8, 1992.

ROXBURY COMMUNITY COLLEGE IS AN  
EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION.

Plans designed to meet the academic, cultural, and personal needs of the students. In addition, the University is in the efforts to promote cultural pluralism in academics and extracurricular activities. Each of the Department's staff members plays a vital role in meeting these goals and objectives. Individuals committed to promoting the academic and personal success of ethnic minority students should submit a letter of application and three letters of recommendation by April 24, 1992 to: Wendy Orville, Director of Student Services, Texas A&M University, Box 21000, Station 21000, Texas 76791-1211. Equal Opportunity through Diversity. Applications should be received by May 15, 1992. Texas A&M University is an Equal Opportunity, Affirmative Action Employer.

Student Development Search reported. The Virginia Military Institute announces an opening for a student development position. The position is located in the Division of Student Services at Virginia Military Institute. The position is located in the Division of Student Services at Virginia Military Institute. The position is located in the Division of Student Services at Virginia Military Institute.

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## LABETTE COMMUNITY COLLEGE

### Parsons, Kansas

### President

The Board of Trustees of Labette Community College invites applications and nominations for the position of President. The President is the chief executive officer and reports to the Board of Trustees. The Board seeks an individual who is an experienced educational leader and an individual who is committed to the comprehensive community college.

CHALLENGES AND OPPORTUNITIES  
In the next five to ten years, the new President will be expected to address several issues, including:

- External Relations: The new President will be expected to develop effective linkages and communication with the Kansas Legislature and the local taxpayers to insure their continued fiscal support of Labette Community College. He or she will be expected to build close relationships with the business and industry sectors of the community and to bring new community programs and initiatives into the College's sphere. The new President will be expected to maintain and enhance Labette Community College's articulation efforts with secondary and postsecondary education institutions.
- Board Leadership and Development: The new President will be expected to lead the Board of Trustees in its role as the governing body of the College. He or she will be expected to lead the Board in its role as the governing body of the College. He or she will be expected to lead the Board in its role as the governing body of the College.
- Internal Leadership: The new President of Labette Community College will be expected to provide leadership in developing a long-range planning strategy for the College. He or she will be expected to lead the College in its role as the governing body of the College. He or she will be expected to lead the College in its role as the governing body of the College.

Leadership candidates for the position of President of Labette Community College will have a record of accomplishment and experience in education with community college service preferred.

Leadership candidates will be expected to demonstrate and leading others through team building, consensus building and open communication.

In addition to the broad perspective and experience background expected, the new President of Labette Community College will have the following qualities:

- A broad vision to deal with both internal and external growth.
- Proven administrative skills.
- Demonstrated understanding of the teaching-learning process.
- High ethical standards, open, vigorous, and able to communicate enthusiastically the role of the college.
- Capable of developing alternative sources of revenue, including private support.
- Demonstrated results in working with the dynamics of a multi-cultural staff, students, and the community.
- Demonstrated ability to plan, collect, review, and evaluate data.
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Application Procedure  
Leadership candidates for the position of President of Labette Community College will have a record of accomplishment and experience in education with community college service preferred.

Leadership candidates will be expected to demonstrate and leading others through team building, consensus building and open communication.

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## End Paper



"INSIDE," 1991 JANET LESZCZYNSKI

### 'Celebrating the Stitch': an Exhibition of Contemporary Embroidery

I BEGAN STITCHING IN 1979 as a response to the limitations I was experiencing with weaving. Stitching allowed me the freedom of working on an open format, applying my stitches as a painter would a brush stroke. Nonetheless, my early embroideries were influenced by my weaving experience. Weaving designs based on grids and patterns were transformed into embroideries where the imposed structure of weaving could be broken or eliminated. Geometric forms and their placement into systems metaphorically expressed the structures and rules of life. I worked to modify and soften these elements through the use of sensuous color, subtle gradations, and interpretations in the established systems. With time the pieces became more open and atmospheric. Unstitched areas dominated the surface.

My current work carries elements from the past—use of color, gradations, interest in pattern—yet takes on a smaller format and new visual elements. These

pieces are entirely covered with embroidery. Geometric forms are replaced by literal subjects, hands, figures, celestial objects. The subjects are abstracted and out of proportion. . . .

These more concentrated pieces have become extremely meticulous and the process more obsessive. The stories they tell of flights and dreams are the antithesis of process and technique.

"Celebrating the Stitch: Contemporary Embroidery of North America," an exhibition of 141 embroidered works by 82 artists, is at the Newton Arts Center, Newton, Mass., through May 9. The exhibit then travels to the Chicago Cultural Center (August 1992) and other sites on a two-year tour. The text and illustration above are by Janet Leszczynski, an assistant professor of textile design at Rosary College and one of the artists in the exhibition. They are from *Celebrating the Stitch*, by Barbara Lee Smith, the exhibition curator. The book is published by the Taunton Press (1991).

## Information Technology

doing the same sorts of tasks one can do in a virtual-reality environment is not the same thing as being inside the system, he says.

"This lab feels strongly, based on research, that the essential component in virtual reality is a feeling that you're dealing with an environment rather than an object in an environment," he says. "Monitor-based approaches can only approximate that feeling." Immersing the user in the virtual environment provides a much bigger impact than simply looking at an animated character on a screen that is supposed to represent the user, he says. "If you stick your hand in a bucket of water, that's not swimming."

Part of the point of virtual reality, says Mr. Bricken, is to eliminate the need to learn how to operate a keyboard or a mouse, which separates the user from the activity on the computer screen. Virtual reality, he says, allows users direct access to the software environment itself, and tasks in the environment can be set up so that users can perform them intuitively, with little or no training.

### Work on Educational Uses

William D. Wynn, a professor of education at the University of Washington, is working with Mr. Bricken to develop educational uses for virtual reality, preparing for a day when use of virtual reality in the classroom could become widespread. Academe, he says, largely ignored the potential of computers to revolutionize pedagogy, meaning that scientists de-

"There are things I noticed in the virtual-reality model that I just had no grasp of when I was building the model on the regular computer."

signed computers with little advice from the education community.

"For the first time, I think, educators are in on the ground floor of a new technology," he says of virtual reality.

Peter R. Theis, who is in his second year studying architecture at Rensselaer Polytechnic, says he hopes virtual-reality systems will soon come to the classroom permanently. Using standard computer-modeling techniques, he built the model of the Parthenon that was used in the virtual-reality experiment at RPI. Bill Glennie, director of the Computer Aided Architectural Design Laboratory and assistant professor of architecture at RPI, persuaded a California software company called Autodesk to lend the college a sophisticated computer and a head-mounted display to perform the experiments.

Mr. Theis says that, from an architect's standpoint, virtual reality is invaluable. "There are things I noticed in the virtual-reality model that I just had no grasp of when I was building the model on the regular computer. The scale is all blown out on the computer screen," he says. "When you're in virtual reality, bam, it's real-sized, and you're saying, 'Wow.'"

## Data Base Helps Graduate Schools Identify Potential Applicants

By BEVERLY T. WATKINS

When Kim Yoltan recruits students for graduate programs at the Ohio State University, she relies on a computer-based service called Connexion.

Once every quarter, Ms. Yoltan, a graduate administrative associate, asks the chairmen of the university's 125 graduate programs what kind of applicants they are seeking. She sends the information to the recruiting service, which returns profiles of undergraduates. Ms. Yoltan sends these to the chairmen.

Ms. Yoltan says Connexion, a

service offered by Peterson's Guides Inc., helps her locate a core of qualified candidates for each graduate program.

Connexion has a national database of 36,000 college students and mid-career professionals who are interested in advanced study. About 80 per cent of the total are undergraduates, and 3,500 of them are from foreign countries.

### No Charge to Students

Students can enter personal information—majors, grade-point averages, standardized test scores, ethnic identity, and the like—into

the system through campus career-placement offices. There is no charge to students who are currently enrolled in colleges.

The computer service was set up two years ago to give universities a new way to locate qualified graduate-school applicants, says Barbara L. Thomas, the president. About 300 institutions subscribe to the service. Since it started, Connexion has conducted 872 searches and sent 139,135 profiles to graduate schools.

For the service, schools pay an annual fee based on the number of searches they wish to conduct. Three searches cost \$400, for example, while 12 cost \$1,400.

Early this year, Connexion extended its searches to four-year institutions looking for transfer stu-

dents. The service is also available to employers looking for college graduates or professionals to fill specific positions.

### Placement for Veterans

To maintain its data base, Ms. Thomas says, Connexion works with career-placement offices at 650 colleges and universities. It also works with the Department of Defense Transition Services, which helps place veterans in higher-education institutions.

In January, Connexion signed an agreement with CompuServe to let individuals who subscribe to that commercial on-line computing service add their own profiles to the data base. The annual fee is \$24.95 for students and \$34.95 for others.



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## TEACHING WITH TECHNOLOGY

- Talking computer helps students with physical disabilities
- Package lets students take part in real-estate transactions
- Students create working model of first human colony on Mars

A talking computer program at Capilano College in British Columbia is opening new doors for students with severe physical disabilities.

The program, called "Speech Assisted Reading and Writing," teaches basic skills to adult students who would otherwise be unable to participate in classes.

Many of the students have cerebral palsy, multiple sclerosis, or spinal-cord injuries and are unable to turn pages in a book, hold a pencil, or speak.

"Many of these students had been written off 20 years ago as

unteachable, because they were non-verbal and physically disabled," says Don A. Bentley, software-development manager for the Neil Squire Foundation in British Columbia, which developed the program with Capilano College. "They were lumped in with people who were mentally disabled. In many cases, they were very bright but had no way of communicating their thoughts."

Students use a variety of devices, such as specialized head gear, to help them operate the computer. A speech synthesizer lets the computer speak for them. The

reading section is a collection of adult-oriented stories, written by students working on literacy and people with physical disabilities. In the writing section, the computer "speaks" as the student writes, giving immediate feedback.

Students generally attend classes on the campus, but they can do most of their work at their homes by communicating with their instructor on the computer.

Digital Equipment Corporation donated 25 computers to the project.

For more information, contact Mr. Bentley, Neil Squire Founda-

tion, 4281 Gallant Avenue, North Vancouver, B.C. V7G 1L1; (604) 929-2453.

A professor at the University of Georgia has developed a multimedia package that allows students in his graduate real-estate class to simulate property transactions.

In one part of the course, James B. Kau, a professor in the College of Business, divides the class into teams of three students each. The team members assume the roles of mortgage banker, money manager, and security dealer or broker. The teams compete, trying to increase their profits as they trade fixed-income securities. About 20 per cent of the grades are based on the students' trading performance.

The information on the computer screens is similar to that which securities dealers see at their offices. The computer allows students to keep track of the trades they have made, and lets them alter their portfolios as they go along.

"The idea is to mix classroom teaching with some actual experience," says Mr. Kau. "Reading about trading securities isn't the same as actually doing it."

For more information, contact Mr. Kau, 314 Brooks Hall, Terry College of Business, University of Georgia, Athens, Ga. 30602; (404) 542-9110.

Students at Northern Arizona University are using computers to create a working model of Earth's first human colony on Mars.

Each student takes on a different task, from planning how to feed and house the colonists to determining how they will survive in the Mars atmosphere.

"The students basically have to start from scratch," says Reed D. Riner, an associate professor of cultural anthropology, who teaches the course with Melvin K. Neville, an associate professor of computer science. "Their job is to develop a viable community under high-stress circumstances."

Students must also develop a new culture and a new way of communicating for the colonists, who come from various countries on Earth.

Students at Northern Arizona communicate by electronic mail on Unix-based machines with students on four other campuses across the country who are also planning colonies throughout the solar system. Discussion topics include the use of nuclear power and trade relations among the colonies.

Students also use computers to describe what their characters are doing, what their surroundings look like, and how they are contributing to life in the colony.

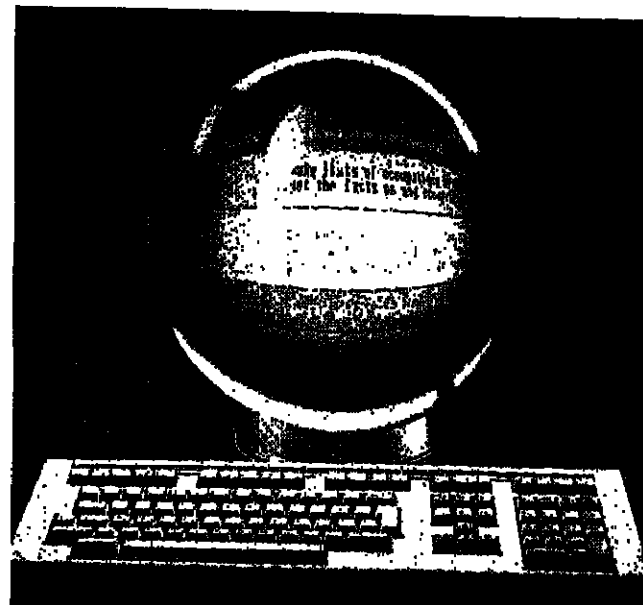
"Not only are their computer skills improving, but their writing and other communication skills are improving as well," says Mr. Riner. "They're also picking up some enthusiasm for space science."

For more information, contact Mr. Riner, Box 15200, Department of Anthropology, Northern Arizona University, Flagstaff, Ariz., 86011; (602) 523-6583.

—KATHERINE S. MANGAN

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## COMPUTER PROGRAMS

**Biology.** "California Oaks, Version 1.0," for Apple Macintosh. Requires "HyperCard." Tutorial helps students learn the classification of California oaks; includes graphics, glossary, range maps, pronunciation tips, and lessons in keying. \$25; quantity discounts available. Contact: Intellimark, Department OAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Molecular Biology.** "Gene Cloning and Sequencing," for IBM PC and compatibles. Simulates techniques of cloning and sequencing genomic DNA, including random and specific cleavage, synthesis of oligonucleotide probes, restriction mapping, and Sanger and Maxam-Gilbert sequencing methods; \$110; site licenses available. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

**Evolution.** "Darwin's Voyage of the Beagle," for Apple Macintosh. Requires "HyperCard." Introduction to the world tour of Charles Darwin's new Beagle; includes introduction to Darwin's revolutionary theory of the origin of species; \$42; quantity discounts available. Contact: Intellimark, Department OAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**History.** "Culture, Version 2.0," for Apple Macintosh or IBM PC and compatibles. Requires "HyperCard" or "HyperWriter." Multimedia guide with 30,000 links to 3,700 years of Western history and culture; divided into six historical periods, including Middle Ages, Renaissance, Baroque, Classic, Romantic, and 20th Century; includes free supplemental sections: Biblical History, Greco-Roman Culture, and a Cultural Almanac; \$249. Contact: Cultural Resources, Inc., 30 Troquais, Cranford, N.J. 07016; (908) 709-1574.

**Molecular Biology.** "Subcellular Fractionation and Centrifugation," for IBM PC and compatibles. Simulates the behavior of subcellular particles, such as nuclei, mitochondria, and chloroplasts, under a range of centrifugation conditions; helps students learn how to achieve the greatest yield and purity in the least amount of time; \$130 for standard version, \$150 for "Windows" version; the licenses available. Contact: Electronic Publishing, Oxford University Press, 200 Madison Avenue, New York 10016; (212) 679-7300, ext. 7370.

## OPTICAL DISKS

**Economics data bases.** "SEC Online-10K," for CD-ROM players used with IBM PC and compatibles. Includes full text of 10K and 20F forms filed annually by 4,000 companies with the Securities and Exchange Commission; \$1,600 annually, updated every other month. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

**Music.** "The OCLC Music Library," for CD-ROM players used with IBM PC and compatibles. Contains citations to 600,000 musical recordings, including Big Band music, wedding music, and Syntex; from libraries in the United States; \$675. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2599.

**Newspaper data bases.** "Ethnic NewsWatch," for CD-ROM players used with IBM PC and compatibles. Contains full text of 84 newspapers and other publications from African American, American Indian, Asian, Arab, Hispanic, and Jewish publishers; lets users search in both English and Spanish; \$1,895 annually, updated quarterly; Contact: SoftLine Information Inc., P.O. Box 16845, Stamford, Conn. 06907; (203) 964-5878.

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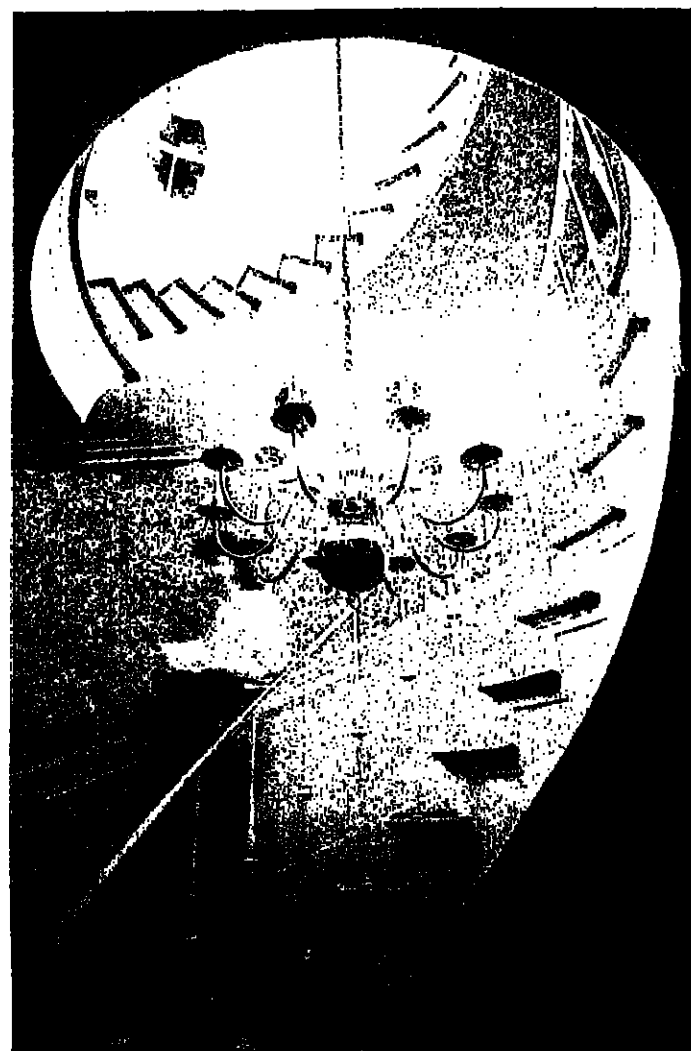
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## Ways & Means

Following up on his 1988 promise to be "the education President," George Bush has said that education would be his most important domestic policy goal if he were re-elected.

"There are several goals, and I've been spelling them all out," the President said in response to a question at a White House press conference. "I think education reform certainly would be right up at the top of that: achieving our goals for education by the year 2000."

Mr. Bush said achieving the goals "would render us much more competitive internationally, which gets you over into the economic side of things, and it will lift a lot of kids out of this impoverished area, the impoverished state they're in, give them an opportunity at the American dream."

In 1990 President Bush and the nation's governors agreed on six education goals that are supposed to be achieved by 2000. The goals say that students should arrive at school ready to learn; be competent in English, geography, history, mathematics, and science; and be first in the world in mathematics and science. They also say that the high-school graduation rate should be 90 per cent, all schools should be free of drugs and violence, and all adults should be literate.

Although the Nevada state line is hundreds of miles from the giant Navajo reservation that crosses parts of Utah, Arizona, and New Mexico, the University of Nevada-Las Vegas wants to allow Navajo students to enroll at in-state tuition rates.

The university will ask the Board of Regents, which has authority over tuition, to approve the arrangement at its next meeting.

"It's our attempt to increase cultural diversity," said Robert C. Maxson, UNLV's president.

The university has been striving to increase enrollment of minority students, UNLV officials said. So far most of that effort has been directed at black and Hispanic students.

Minority students make up about 18 per cent of the student body. Fewer than 1 per cent are American Indians.

Mr. Maxson, who has met with Navajo leaders about the plan, said he expected from 10 to 20 students to enroll initially. He added, "We would welcome whatever numbers would want to come."

Duane Beyal, spokesman for the Navajo Nation's president, Peterson Zah, said the Navajo already had similar arrangements with the three states in which parts of the 25,000-square-mile reservation lie. Two institutions in Colorado also offer Navajo students in-state tuition rates, a feature appreciated by the Navajo government, which provides financial help to about 5,000 Navajo college students.

Once the UNLV agreement is secured, Mr. Beyal said the "next logical step" for the Navajo government would be to make a similar deal with institutions in California.

## Government & Politics

### NO RADICAL CHANGE

### College Officials Say Politics and Budgetary Constraints Have Doomed Reauthorization Bill's Promise of Reform

By THOMAS J. DeLOUGHRY  
WASHINGTON

This spring was to have been the time for Congress to put the finishing touches on the most radical changes in student-aid programs in 20 years.

Pell Grants for all students who needed them. A simplified, more-efficient student-loan system less vulnerable to abuse. A comprehensive program to help prepare more disadvantaged students for college.

At least that was the plan.

Now, with both the House of Representatives and the Senate having passed their versions of the reauthorization of the Higher Education Act, many student-aid analysts and college lobbyists are disappointed. The compromise that emerges this spring from a conference between members of both houses probably will include only some minor reforms and tinkering, the college officials say.

#### 1990 Budget Pact

For both political and financial reasons, they say, the innovative ideas will have to wait.

The officials charge that reform-minded lawmakers were handcuffed by Congress's unwillingness to amend a 1990 budget pact with the White House or to waive it for the higher-education

Continued on Page A34

### Education Secretary Says He Will Make It Much Easier for New Accrediting Groups to Gain U.S. Recognition

By SCOTT JASCHIK  
WASHINGTON

Education Secretary Lamar Alexander announced last week that he planned to interpret government regulations in a way that would make it much easier for new college accrediting groups to gain federal recognition.

Secretary Alexander said his interpretation would lead to the formation of more accrediting groups. That would allow colleges to reject the standards of current accrediting associations that the colleges find to "be inappropriate and have little or nothing to do with academic quality," he said.

Critics of the established accrediting groups praised Mr. Alexander's announcement.

#### Potential for Abuse Seen

The accreditors themselves, however, said Mr. Alexander was misinterpreting federal regulations and creating the potential for abuse of the accreditation system. James T. Rogers, executive director of the Commission on Colleges of the Southern Association of Colleges and Schools, said: "There is a gross lack of understanding of the entire accreditation process."

Mr. Alexander's announcement came in a letter in which he renewed federal recog-

nition for the Middle States Association of Colleges and Schools. He delayed the renewal last year because the department and other critics didn't like Middle States' policy of evaluating colleges' records in recruiting and retaining minority faculty members. Critics of the policy had charged that it encouraged the use of quotas.

Late last year, the Middle States mem-

ognition, Mr. Alexander said he was still concerned that accrediting associations had too much power and that incorrect interpretations of regulations gave the associations that power by limiting competition from other accreditors.

Mr. Alexander wrote: "Some have thought that an agency must have been in operation for several years or must first have gained the acceptance of established accrediting agencies."

#### Securing 'Prompt' Action

He went on to say: "I do not read those departmental regulations—and I will not apply them—as restricting the recognition of additional, newly-formed agencies. In my view, a newly-formed accrediting agency can secure prompt recognition from the Secretary, under the department's regulations, so long as the agency shows that it possesses sufficient administrative and financial resources to do its work and has put into place the procedures needed to produce reliable accreditation decisions."

The regulations concerning the recognition of new agencies do not include a specific time that an agency must be operating before it can be recognized. But the regulations do list a number of things that agen-

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bership voted to make its "diversity" policy optional. Shortly after that vote, Mr. Alexander's advisory committee on accreditation recommended that he renew the association's recognition.

Recognition is crucial to accrediting groups because students can receive federal aid only if they attend colleges that are accredited by recognized agencies.

In his letter renewing Middle States' rec-



## Regional Public Colleges Resist Their States' Demands That They Specialize

By SCOTT JASCHIK

WORCESTER, MASS. Ask faculty members and administrators at Worcester State College here if they agree with the state that public colleges should be more specialized and they all say, "Yes. Their college, they quickly add, will fare well because Worcester State has already focused many of its academic programs on training for the allied health professions.

But ask those same people which academic programs here should be eliminated, so that more state funds could be used to improve the college's allied health programs, and they respond either with silence or in defense of every program offered at the college.

### State Officials Frustrated

The reactions are typical of what state planners confront nationwide. Faced with a lingering recession, many governors and legislators say that the only way they can provide for a quality higher education is to cut the quantity of programs offered, especially by regional four-year institutions. But the people who run those institutions say their primary mission is not to offer a specialized curriculum to people throughout the state, but to offer a wide range of courses for people in the immediate vicinity.

That philosophy is frustrating to state officials, one of whom paraphrases it as "believing everyone has a right to every college program within spitting distance."

In some states, such a philosophy is carrying the day—even if



Piedad F. Robertson, Secretary of Education in Massachusetts: The state will reward colleges that specialize. "This is all going to go hand in hand with financing."

higher-education leaders don't want it to. In Texas, for example, Hispanic groups won a state court order in January that would require Texas to develop a plan to increase offerings at six four-year colleges in predominantly Hispanic South Texas. Kenneth H. Ashworth, the commissioner of higher education, says that if the order is not reversed on appeal, "there would be no place for any pinnacle of excellence in the state system."

In Mississippi, state officials are

pushing hard in the other direction. The Board of Trustees of State Institutions of Higher Learning has ordered each of the eight colleges it operates to submit a plan for eliminating programs. At Delta State University, bachelor of arts degree programs in French, German, music performance, and sociology will be eliminated, along with a number of specialties in teacher education.

W. Ray Cleere, Mississippi's commissioner of higher education,

says more programs may be cut. "We have a prevailing responsibility to offer academic quality in our programs," he says.

Higher-education leaders are divided over how much specialization should be forced on state colleges. Flagship research universities, while under pressure to specialize in graduate programs, still generally offer a wide range of undergraduate programs.

Many regional state-college leaders say that their institutions

should be held to the same standard. Says James B. Appleberry, president of the American Association of State Colleges and Universities: "If the mission is so focused, then you are going to deny access to people who don't have the financial wherewithal to go to another part of the state."

Mr. Appleberry says there is "no one answer" for how states should deal with the issue, but he says regional colleges should generally have "a broad range in the liberal arts."

### Others Expected to Follow

Massachusetts is moving ahead with a plan to force much more specialization on seven regional public colleges. Officials here say that other states are sure to follow—even if it means abandoning the commitment to a broad range of courses at every regional college.

Gov. William F. Weld, a Republican elected in 1990 on a platform of streamlining state government, appointed a panel of educators, legislators, and business leaders last year to design a plan for the state colleges.

In the six months that the panel deliberated, hostility toward it was barely concealed on most campuses. In December, for example, Fitchburg State College issued a press released headlined: "Bureaucrats Aim to Cut State's Four-Year Public Colleges."

The panel released its report last month, calling for the state's Higher Education Coordinating Council to develop "specific focus areas" for each college and to insure that most academic programs would relate to those areas. As for other disciplines, the report recommended that colleges maintain only "a limited core program of majors with sufficient demand and quality to meet regional needs."

The report said that the seven regional institutions (two others, the Massachusetts College of Art and the Massachusetts Maritime Academy, are already specialized) offered most of their degrees in education and business and had "a great deal of similarity."

### 'A Different Mindset'

Eliminating those similarities is a job that now falls to Piedad F. Robertson, the Secretary of Education. She says the report reflects "a different mindset than we've had in the past, which was the mindset that this is going to go away and money is going to start to flow again."

The lack of state money, she says, should convince state colleges that they have no choice but to specialize.

At Worcester State, for example, state support has declined to \$9.6-million this year, from \$14.4-million in 1988. In that time enrollment has held steady at about 6,000 and the number of faculty and staff positions supported by the state has been reduced to 310 from 340.

Ms. Robertson says that in such an environment the cost of offering a broad range of programs for local students is having "mediocre students and mediocre universities."

But Kalyan K. Ghosh, Worcester State's chief executive officer,

## Government & Politics

says the college should not have to cut academic programs, because it must serve the local community.

More than 65 per cent of the students are from the immediate area, he says, and many of them work or have family responsibilities. "You just can't create an institution and then expect local students to drive three hours to another one," Mr. Ghosh says.

He says he does not accept the premise that anything is wrong with having seven public colleges offer some of the same programs, even in a state as geographically compact as Massachusetts. "There is a myth that the state colleges are inefficient because they are offering similar programs," he says, but in fact each college is meeting local needs that would not be met by other institutions.

Faculty members and students agree.

Maryann Power is a professor who might benefit under a more specialized Worcester State because she teaches courses on communications disorders to students of speech and language therapy. But she is unwilling to see liberal-arts courses eliminated to provide more money for her department.

### 'Educating Human Beings'

"You can have a focused mission, but you can't do it too tightly. You are educating human beings," Ms. Power says. "I want my speech pathologists to have a good liberal-arts background. I don't want to educate robots."

Students support keeping a range of programs here for various reasons. Local students say they can't go anywhere else. And those who are from outside the immediate area say they want to be able to select from campuses that offer different kinds of academic programs.

Wendy Bromfield is a senior education major from Sharon. She says she has noticed the effects of budget cuts during her time here in canceled courses, larger classes, and shorter library hours.

But she says the state must look to higher taxes, not program cuts, to improve the quality of higher education. "Part of the college experience itself is going to a place with a variety of majors, going to school with people who have different interests," she says.

Whether state officials like Secretary Robertson can overcome opposition to specialization remains to be seen. Many legislators in the Worcester area have vowed to oppose program eliminations, and legislators whose districts include other colleges have vowed to do the same for those institutions.

But Governor Weld has strong popular support for his promise to reduce the size of state government and avoid additional taxes.

Ms. Robertson says that the state will use whatever additional money it does find to reward those colleges that do decide to specialize. "This is all going to go hand in hand with financing," she says.

Ms. Robertson adds that she isn't too worried by the opposition to specialization on the campuses. "The first step of self-analysis is to say that the institution is fine, but just needs a little more money," she says. "The reality just takes a little longer."

## Alexander to Ease the Way for New Accrediting Groups

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Typically, new accrediting associations have operated without recognition to demonstrate that they meet the various criteria.

Mr. Rogers of the Southern Association said that after reading Mr. Alexander's statement, "I don't know how familiar the Secretary is with his own regulations."

### 'Fly-by-Night Agencies'

He added that by making it easier for groups to gain recognition, Mr. Alexander would help "fly-by-night accrediting agencies that confuse the public."

Kenneth L. Perrin, president of the Council on Postsecondary Accreditation, said Mr. Alexander's

plan would lead to "accreditation shopping," whereby any college that couldn't meet the standards of an existing body would simply form a new association.

Jeffrey C. Martin, general counsel of the Education Department, said Mr. Alexander's interpretation of the regulations would still involve tough scrutiny of new agencies. Mr. Martin said the department would now be more flexible.

When new accrediting groups are started with experienced officials and reputable colleges, he said, it should be possible to grant recognition quickly.

He said the argument about accreditation shopping was "a red herring," adding that new accrediting groups would be monitored once they received recognition. "We're not proposing a blank check for new agencies," he said.

Critics of the major accrediting groups said they welcomed Mr. Alexander's decision. J. Gordon Henry, executive director of the Transnational Association of Christian Schools, said that the process for recognizing a new group "should not be set in concrete."

Last year, against the recommendation of his advisory committee on accreditation, the Secretary recognized Mr. Henry's association, which accredits colleges that teach biblical inerrancy.

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## Chairman of Humanities Endowment Has Politicized Grants Process, Critics Charge

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non-review process and familiar with the projects discussed in this story, say that political reasons are commonly used to reject grants. They say that the endowment uses a system whereby at least one person on a peer-review panel is known as a "hostile" critic of non-traditional scholarship who will oppose awards that Mrs. Cheney would not like. They add that this shields the chairman from criticism because "undesirable" grants are rejected before they reach her.

Mrs. Cheney, through a spokeswoman, refused to be interviewed for this story, saying that she would answer questions only if they were submitted in writing. She then refused, again through a spokeswoman, to answer questions in writing that focused on her role in the grant-review process and the specific applications discussed in this story.

### 'Severe' Competition

Other officials currently at the NEH, however, say Mrs. Cheney's critics are simply disgruntled applicants who are looking for explanations that are more comforting than the real flaws in their applications. Those officials deny that ideology is an important factor in the grant-awarding process.

Says Jerry L. Martin, the endowment's assistant chairman for programs and policy: "Applicants may not realize that the competition is extremely severe, with four out of five applications being turned down because of limits of funding. Of course most of the applications turned down have merit. "One could probably make a long list of all the Shakespeare grants that haven't been funded, with good peer-review comments, and conclude that the NEH is not funding Shakespeare."

Some former NEH staff members disagree. One who worked under Mrs. Cheney says: "Projects dealing with Latin America, the Caribbean, some women's studies, and anything appearing as vaguely left wing are seen as suspect. Controversy is a central issue: Will this cause a headline and get us in hot water with our conservative constituency?"

The former staff member says that Mrs. Cheney's approach has protected the endowment from the controversies that have engulfed the National Endowment for the Arts. But the staffer adds that protection has come "at a great sacrifice to academic freedom and freedom of speech."

### Some Call Tilt Inevitable

The former staff member, like most of the former employees of the NEH who were interviewed for this story, demanded anonymity, citing Mrs. Cheney's influence in the humanities and her reputation for seeking to punish those who disagree with her publicly.

Some scholars say an ideological tilt is inevitable whenever political appointees supervise the distribution of grants. But many researchers say the power of the endowment makes the ideological issue pressing even so. The NEH, though its \$176-million budget is small



William H. Sewell of the U. Chicago. His project's focus on social change gave it "an ineffable odor of leftism."



Michael Sexson of Montana State U.: The projects financed by the NEH "are extremely tried and true."

compared with other federal agencies, is the single largest supporter of humanities projects in the United States. In 1991, the agency considered 8,132 applications and financed 1,776 projects.

Says Catharine R. Stimpson, dean of the graduate school at Rutgers University in New Brunswick and a recent critic of the endowment's direction: "The NEH is cru-

**"Controversy is a central issue—will this cause a headline and get us in hot water with our conservative constituency?"**

cial for setting directions for humanistic study. The big question is what doesn't the NEH fund, and what will have to struggle harder if the NEH is not there. A whole area of scholarship could go hungry."

Four of the scholars who say their experiences indicate problems with the endowment are the Rev. Joseph A. Appleyard of Boston College, William H. Sewell of the University of Chicago, Jerome B. Karabel of the University of California at Berkeley, and Mary Hawkesworth of the University of Louisville.

Father Appleyard, director of the Honors Program at Boston College, applied for a grant for a workshop to design a new set of junior-year seminars on 20th-century intellectual life. The college wanted to invite several scholars to the campus to talk with the faculty members designing the seminars.

The program would follow up on a "great books" requirement for freshmen and sophomores.

Father Appleyard applied for the grant in April 1990 but was turned down. Program officers in the endowment's Division of Fellowships and Seminars suggested that he redesign the application and resubmit it with more information on

the faculty workshops and samples of some of the new courses.

Father Appleyard submitted a new application in October 1990 with the requested revisions. He was surprised when it was again rejected, even though four of the five peer reviewers who judged the project rated it "excellent" and recommended supporting it. One positive review said the workshops would be "intellectually stimulating and directly relevant to contemporary concerns," would include "some of the most exciting and famous scholars working in the humanities today," and would "provide an excellent starting point for designing the new courses for third-year students."

Only one reviewer argued against the application. That reviewer's comments, in Father Appleyard's opinion, seemed to have an ideological thrust to them. The reviewer commented that the outside consultants being brought in were "critics" and "not extenders" of the tradition. He added: "It makes sense, as the rationale suggests, to ask how the tradition has been modified not only in the past, but more recently. But does it make equal sense to require students to take two years of Great Books courses and then to trash the whole enterprise?"

Former staff members also say that Mrs. Cheney's office is playing a greater role in picking peer-review panelists than in the past. Says one former staffer: "They are starting to tell the division heads who they can have on their panels. They have lists that include some reputable scholars and some with a definite conservative tilt. Program officers are told to choose panelists from this list."

A scholar who has served frequently as a reviewer says: "The last several times I've been on a panel, they included this avowed right winger, and he walked into the room like he was a member of the NEH staff. He reliably represents the radical right in judging projects. And if he puts down 'very poor,' that's the end of it."

Mr. Martin of the NEH denies those contentions, stating that it would be impossible for Mrs. Cheney to design a panel specifically to reject a particular grant. "The mechanics of the process make that virtually impossible, with 800 reviewers, and with a division getting hundreds, sometimes thousands of applications," he says.

because it wanted to bring in some "controversial" scholars to meet with faculty members. "It's absurd to think that one voice or opinion can influence 20 faculty members in some radically different way," he says. "We aimed to have interesting people come in for an open discussion."

A former NEH staff member confirms that the agency under Mrs.

**"The NEH may get as many zany proposals as the NEA, but Cheney and her staff and council cull them more intelligently and more bravely."**

Cheney will reject a project if an "undesirable, leftist scholar" is included in it, even in a peripheral way. "Even a name connected to a project can kill it," the former staffer says. "I remember one case where the bibliography of a project killed it. The project included a 'leftist' in its bibliography, whom Mrs. Cheney objected to. It's as if they are still looking for Communists under the bed."

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Mr. Martin of the NEH denies

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there was "inappropriate meddling" in the process by Mrs. Cheney's office.

"There's no doubt that ideology played some sort of role" in the rejection of Mr. Sewell's grant, says one former official. "Applications with lower ratings submitted to the same division were funded, while his was not."

A similar outcome occurred when Jerome B. Karabel, an associate professor of sociology at the University of California at Berkeley, applied for NEH funds in 1989. He sought money to study the politics of intellectuals in capitalist and socialist societies, and to examine the reasons for their political commitments.

### Unanimous Praise

Mr. Karabel, like Mr. Sewell, won unanimous praise from eight outside reviewers. Four of the five peer panelists rated the project "excellent" before the panel discussion. But the fifth panelist objected to the project, arguing in a two-and-a-half page document that the application should be denied.

The reviewer criticized the proposal because one of the groups that Mr. Karabel wanted to study—as evidence of "the internationalization of the intelligentsia"—was the International Physicians for the Prevention of Nuclear War. The reviewer criticized Mr. Karabel for being "unfazed" by the involvement in the group of "high-ranking officials of the Soviet Union."

After expressing his objections during the panel discussion, the reviewer persuaded three of the other panelists to lower their final rating for the grant from "excellent" to "very good."

The reviewer was Jeffrey C. Herf, a scholar who had only months before been rejected for a position at the University of California at Berkeley by Mr. Karabel himself. "It was a hatchet job," says a former staff member who believes that Mr. Herf was retaliating against Mr. Karabel.

When Mr. Karabel learned of Mr. Herf's role, he charged that the NEH had used criticism from a judge with a possible conflict of interest to reject his proposal.

But Richard Ekman, the director of the Division of Research Programs at the time, responded in a letter that the NEH's conflict-of-interest rules applied only when a peer reviewer, or his or her family, would derive financial benefit from the awarding of the grant. "This policy does not consider personal animosities or conflicts based on differences of professional opinion," Mr. Ekman wrote.

### 'Seriously Flawed'

Mr. Herf is now a research fellow at the German Historical Institute in Washington. He denies that anything but scholarly judgment was behind his negative review of Mr. Karabel's grant application. "It was an interesting application, but seriously flawed," he says.

Mary Hawkesworth, a professor of political science at the University of Louisville, also suspects that ideology played a role in the rejection of her application for support for a seminar for high-school teachers on "new materials, new analytic strategies, and new research

questions raised by the study of women."

Four panelists supported the proposal, with two awarding it a rating of "excellent" and two giving it "very good." The fifth, who said the project had "some merit," wrote: "The applicants propose not a study of women in history and literature, but an indoctrination into feminist dogma."

Ms. Hawkesworth says she was told by a program officer not to include phrases in her application "like 'feminist critique of the dominant tradition in literature,' because any application with such phrases would not be acceptable."

A former staff member confirms that program officers often advise applicants to avoid certain "buzz words." The former staff member

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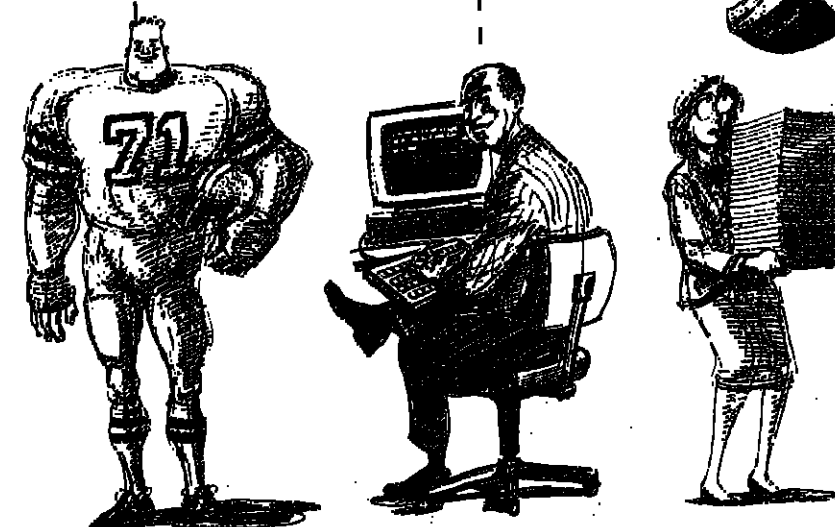
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## Some Say Reauthorization Bill's Promise of Radical Change Has Faded

*Continued From Page A29*  
bill. The officials are particularly troubled that the 1990 agreement forced both houses to drop "entitlement" provisions from their bills that would have guaranteed Pell Grants for all students who qualified.

Without that guarantee, they fear, Congress will finance the largest grant at, or near, the current level of \$2,400 a year, rather than the \$3,600 recommended in the Senate bill or the \$4,500 in the House bill. College officials and student leaders say the higher levels are necessary because grant levels failed to keep up with inflation in the 1980's.

### 'Incremental Change'

College leaders also are concerned that programs created in the reauthorization will receive little, if any, money. The new programs include efforts to encourage schoolchildren to attend college, to reward needy students who excel, and to improve teacher education.

"We're getting incremental change instead of quantum leaps," says Leland W. Myers, director of federal relations for the California Community Colleges.

Another lobbyist, who requested anonymity, is more blunt. "We still have to put on a good face as we go to conference," the lobbyist says. "But when it comes right down to it, we haven't got a whole lot."

Lawmakers who pushed for a Pell Grant entitlement and to replace federally guaranteed loans with direct loans to students also are disappointed with what they've come up with. Rep. William D. Ford, Democrat of Michigan and chairman of the House Education and Labor Committee, described the House bill as "a step



Arthur M. Hauptman, a consultant on student-aid issues: "I think it's going to be a fairly lackluster reauthorization. The forces of the status quo seemingly have won again."

forward" rather than "a giant leap forward."

Thomas R. Wolanin, Mr. Ford's top higher-education aide, concedes that Congress has lost its chance for a historic reauthorization. "I think it's going to be somewhere between a reaffirmation of the status quo and a major new landmark in federal policy," he says. "I'm not sure what the right term is to characterize that middle ground."

Lawmakers and college officials had high hopes for major changes two years ago because they expected that the public's concerns about rising college costs and the Bush

Administration's professed support for education would create an environment for reform. They said the previous reauthorization in 1986 had produced only tinkering because lawmakers were afraid that the Reagan Administration would use the process as an opportunity to shrink or dismantle student-aid programs.

Those who expected large-scale reform this year also believed that news reports about problems in student-aid programs had created a demand for reform. They cited investigations of trade schools with high default rates and the well-publicized 1990 collapse of the Higher Education Assistance Foundation, one of the nation's guarantors of student loans.

Some critics of what Congress has done thus far contend that even the ideas that were debated by budgetary concerns were not bold. They argue that Congress's review of the Higher Education Act was too limited.

"I think it's going to be a fairly lackluster reauthorization," says Arthur M. Hauptman, a Washington consultant on student-aid issues. "The forces of the status quo seemingly have won again."

### Good Ideas Scaled Back

Mr. Hauptman says the boldest idea to make any headway was the House Education and Labor Committee's controversial effort to replace guaranteed loans with direct federal loans. But he contends that banks and guarantee agencies used their political influence to get the idea scaled back. It was included in the House legislation as a pilot project for several hundred campuses, but was not in the Senate bill at all.

"It just seems that this process is in microcosm what's wrong with the American government," Mr. Hauptman says. "The money interests can still dominate."

Opponents of direct loans are quick to point out, however, that the banks and guarantee agencies

were not alone in lobbying against the idea. Many student-aid officers, fearful of additional administrative burdens and leery of the Education Department's ability to run a centralized loan system, opposed the plan.

Mr. Hauptman argues that all the attention to direct loans kept Congress from reviewing the structure of the guaranteed-loan programs. He says the current system of having banks make loans that are backed by guarantee agencies and

**"It just seems that this process is in microcosm what's wrong with the American government. The money interests can still dominate."**

the federal government is too expensive and should be changed.

Mr. Hauptman says, for example, that Congress should have required the government to auction off some student loans to determine the profit level at which they are attractive to banks. The current system—under which the government promises to pay banks interest of 3.25 points above the rate on three-month Treasury bills—is arbitrarily determined and too generous, he says.

Other observers, like Mr. Myers of the California Community Colleges, say they regret that lawmakers will end up doing little to correct the imbalance between loans and grants that developed in the 1980's as federal support for grants lagged behind support for loans. The Pell Grant entitlement would have helped provide more grant aid, but when it died, lawmakers had nothing else to offer, he says.

"Nobody really took a critical look at the impact of loading students down with debt before they

got out of school," Mr. Myers says. "I had hoped we'd come back to our senses with respect to helping our young people."

Michael S. McPherson, a student-aid analyst and professor of economics at Williams College, says lawmakers also failed to debate whether aid could be distributed more efficiently by developing separate rules or programs for trade schools. Many college officials called for such action at the start of the reauthorization process because they were concerned that high student-loan default rates in many trade schools were undermining political support for the programs.

### Equal Treatment

That discussion was squelched by Representative Ford and Sen. Claiborne Pell, the Rhode Island Democrat who heads the Senate education subcommittee. They argued that all sectors of postsecondary education should be treated the same.

Mr. McPherson says he is sure separate rules would be proposed, but he adds: "It seems to me that it's something to be debated and thought through."

Chester E. Finn, Jr., professor of public policy and education at Vanderbilt University, criticizes Congress for failing to encourage high-school students to work harder by limiting college aid to those who get good grades. "We're going to miss another chance to use the higher-education system to leverage change in American education," he says.

Mr. Finn says that Congress is continuing to hand out federal aid without asking anything from students in return. "Congress has thumbed their noses at that whole way of thinking," he says, charging that lawmakers have been too willing to change their approach to the programs since they created them. "Their minds are still in 1965."

Congressional aides defend their review of the aid programs. Mr. Wolanin, who worked on the House bill, says that Congress debated standards for aid recipients and rejected them because lawmakers wanted to provide educational opportunities for everyone. He plays down Mr. Ford's opposition to separate aid rules for trade schools and says that college officials could have pushed for such an approach if they wanted to.

Mr. Wolanin says he agrees with Mr. Hauptman that the focus on direct loans may have kept lawmakers from examining the structure of the guaranteed-loan programs. He says he also agrees with Mr. Myers that losing the Pell Grant entitlement will hurt efforts to fix the imbalance between loans and grants, but he says that lawmakers will set higher grant levels and hope the money becomes available.

Other analysts and college officials say they have mixed feelings about the reauthorization.

"What has emerged is not only very much what I thought would emerge, but very much what I thought should emerge," says D. Bruce Johnstone, a student-aid analyst and the chancellor of the State University of New York. He has argued since the start of reau-

thorization that the system of grants, loans, and work-study has worked, and should be continued.

"I would have loved to have seen the entitlement," Mr. Johnstone says. "That's the one change that could have been called radical." But he applauds lawmakers for tightening eligibility requirements for institutions receiving aid and for proposing a direct-loan pilot project that could be "a truly significant experiment."

### Veto Threat From Bush

Even the pilot project could be scaled back because of a threatened veto from President Bush and some resistance from Democratic and Republican Senators.

Julianne Still Thrift, president of Salem College in North Carolina, supported new Pell Grant formulas that were included in both reauthorization bills because they promised larger grants to private-college students by tying the size of the grant to their tuition. But she is now concerned that the formulas will not provide any special benefit to private-college students if Congress keeps grant levels at \$2,400 or \$2,500.

David A. Longanecker, a student-aid analyst who is executive director of the Colorado Commission on Higher Education, says he sees "some pretty nifty components to the bills that are coming through reauthorization that are more than just tinkering."

He, like Mr. Johnstone, applauds efforts to combat abuse by tightening eligibility requirements for institutions receiving aid, and he supports the direct-loan pilot project. He also praises the "early intervention" programs in both bills that offer incentives to states to develop programs that encourage schoolchildren to go to college. "I think this could be a big success as a catalyst for change," he says.

### 'Gigantic Strides'

John A. Curry, president of Northeastern University, credits key lawmakers for making more aid available to more middle-income students who are now excluded from aid programs. He says Representative Ford and Sen. Edward M. Kennedy, the Massachusetts Democrat who heads the Senate Labor and Human Resources Committee, demonstrated that they understood the problems parents are having paying for college.

"I think they've made gigantic strides with the Higher Education Act," Mr. Curry says.

Some people who proposed changes in higher-education programs that Congress did not consider say they understand that lawmakers had to limit the number of reforms they could pursue.

Mr. Longanecker, for example, had proposed creating a trust fund, similar to the one for Social Security, that adults could use to pay for higher education or job training. But he says that the reauthorization process was not the right venue for such a far-reaching idea.

Debate on the plan, he says, would have required an unusual level of cooperation between Congress's tax committees and the panels responsible for education programs. "Everyone says: 'I don't want to step on their turf,'" Mr. Longanecker laments.

Government & Politics

Government & Politics

## President Proposes a New Education and Job-Training Loan Program

By THOMAS J. DELOUGHRY  
WASHINGTON

President Bush proposed a new program last week that would enable Americans to borrow as much as \$25,000 for higher education or job training.

In a speech at an Allentown, Pa., high school, the President said all Americans would be eligible for the loans, which would be made by the Student Loan Marketing Association. The federally chartered association, known as Sallie Mae, is a \$45-billion company that purchases federally guaranteed student loans so that banks will have cash to make new loans.

The proposed Sallie Mae loans would complement the existing Stafford Student Loan, Supplemental Loans for Students, and Parent Loans for Undergraduate Students programs. Borrowers would decide whether they preferred the existing programs or the new one.

The President's speech provided the first details of the loan proposal, which he originally referred to in January as "Lifetime Education and Training Accounts." But the speech left college officials and stu-

**"There is a political shop and there is a policy shop and there isn't any connection between the two."**

dent-aid analysts with many questions, such as what the interest rate would be.

Administration officials said the questions would not be answered until the White House sends legislation to Congress next week.

The proposal is likely to be viewed as late by members of Congress, who are preparing to finish more than a year of work on legislation to reauthorize the Higher Education Act. Members of the House of Representatives and Senate are to meet soon in a conference committee to meld two bills that enjoyed strong support in their respective chambers.

Democrats last week dismissed Mr. Bush's proposal as election-year politics. They noted that the President's visit to Pennsylvania came 12 days before that state's primary.

Arkansas Gov. Bill Clinton, the leading candidate for the Democratic nomination, accused President Bush of endorsing student loans for all Americans after Republican Administrations had conducted an "all-out assault" for 11 years on aid for middle-income families. "They say I'm slick?" Mr. Clinton joked.

Rep. Robert E. Andrews, a New Jersey Democrat who was opposed by the Bush Administration this year in his attempt to win approval for direct loans for all Americans, said political advisers must have changed the President's mind.

"It shows the disjointed nature of the Bush Administration," Mr. Andrews said. "There is a political

shop and there is a policy shop and there isn't any connection between the two."

The White House portrayed the loan proposal as a part of the Administration's plan to achieve the goal of promoting "lifelong learning." That is one of the six education goals for 2000 that Mr. Bush agreed on with the nation's governors in 1990.

The President coupled the loan plan with an appeal to Congress to provide Pell Grants and student loans to needy students who attend college less than half time. That measure was originally included in the 1993 budget request that the White House made in January.

A White House statement that accompanied last week's speech said the Sallie Mae loans would be attractive to borrowers because they could repay them on an income-contingent basis. Proponents of that idea contend that ty-

ing the size of repayments to income will decrease defaults because the payments will be more affordable for those in low-paying jobs than under the current system, which ties the size of repayment to the amount borrowed.

The House reauthorization legislation would direct banks and other holders of Stafford loans to make income-contingent repayments an option for borrowers.

### 'A Complex Approach'

The Administration said last week that the income-contingent approach should be part of a separate program. "This is a complex new approach that needs careful management and testing in a controlled environment," the White House statement said. "Sallie Mae's efficiency and management skills are well known. It is uniquely equipped to implement this authority and test its utility."

A Sallie Mae spokesman said he could provide no details about the proposal. "We had no prior discussion with the Administration on this," the spokesman said.

The proposal would allow borrowers to use the loans at "community-based organizations, public or private agencies, and private employers," as well as at the 12,500 colleges and trade schools that participate in the current student-loan programs. Education Secretary Lamar Alexander told reporters in Pennsylvania last week that Sallie Mae would administer the loans at no cost to the government.

Mr. Alexander's statement left some student-aid analysts speculating that the loans could be expensive to students. They suggested that Sallie Mae could adjust the interest rate or institute an insurance fee to cover its costs of administering the loans.

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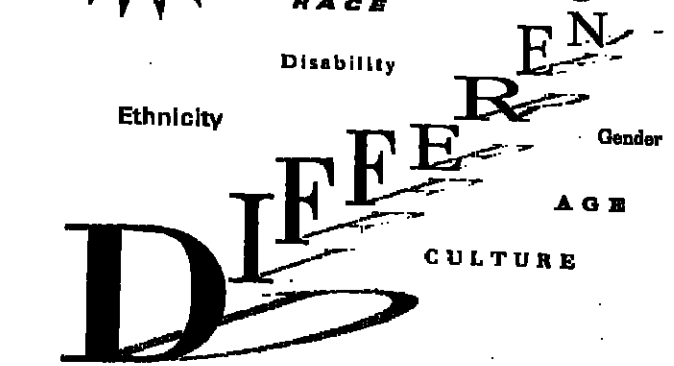
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## U. of Bridgeport Accepts Proposal of Church Group

By COURTNEY LEATHERMAN

In a last-ditch effort to save their beleaguered institution, trustees of the University of Bridgeport agreed last week to become affiliated with a group sponsored by the Rev. Sun Myung Moon's Unification Church.

As part of the controversial arrangement, the group—the Professors World Peace Academy—has agreed to pay the university \$30-million this year and at least \$30-million over the next five years. Other aspects of the arrangement were still being negotiated last week.

Colin Gunn, chairman of the university's Board of Trustees, called the agreement "a last resort." Nonetheless, Mr. Gunn said, "I believe the association with the PWPA will make this a stronger university than it ever was before."

### Not a Base for 'Propaganda'

Bridgeport is expected to become the flagship university of an international network of campuses planned by the Unification Church. Gordon Anderson, secretary general of the Professors World Peace Academy, could not be reached for comment.

Mr. Gunn said he believed the group was interested in establishing a credible university and was not aiming to use the institution as "propaganda" for the Unification

Church. Others disagreed, saying that the plan threatened academic freedom and the university's autonomy.

"My problem is that the source of funding is wholly in the hands of the Unification Church," said Joseph E. Nechusok, dean of the college of professional studies. "It is inconceivable to me that policies and procedures and control of the administration and faculty will not be arranged by the funding partner."

### An Array of Problems

The university is at least \$22-million in debt, its enrollment has dwindled, 31 academic programs have been suspended, some faculty-union members have continued a 19-month strike, and it has been put on probation by its regional accrediting agency. In fact, the trustees had earlier notified the New England Association of Schools and Colleges that Bridgeport would cease instruction on August 15. The agency still plans to drop the university's accreditation at that time unless Bridgeport appeals its decision.

Under the agreement with the Professors World Peace Academy, the current trustees will remain on the board, but additional appointments will be made by the group, Mr. Gunn said. He said control of the board had not been worked out. The university will remain non-sectarian and will retain its name and current administration, he said. The university will also renew the academic programs that it had suspended and will continue its athletics programs.

## PRIVATE SUPPORT FOR HIGHER EDUCATION

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—For the Center for Magnetic Resonance Research: \$875,000 to U. of Minnesota.

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Argentina. For leadership programs in rural areas: \$673,604 to National U. of Tucumán (Argentina). (This brings the total of Kellogg assistance for this project to \$1.4-million.)  
Economy. To develop skills among young people and create jobs in the region: \$2-million to Northern Michigan U.

Health care. To disseminate internationally the results of Kellogg-assisted distance-learning and nursing-education projects: \$276,657 to California State U. at Long Beach. (This brings the total of Kellogg assistance for this project to \$611,857.)  
—For seminars for health-care professionals in community-based health services: \$191,030 to U. of Natal (South Africa). (This brings the total of Kellogg assistance for this project to \$800,000.)  
—For community-based health care: \$2-million to Wright State U.  
Leadership. For leadership-education programs: \$699,500 to Hartwick College and \$926,000 to Monmouth College (N.J.).  
Rural areas. To develop cottage-industry skills among rural families: \$100,000 to East Texas State U.

**Volunteers.** To support Michigan Campus Compact, which involves students in volunteer and philanthropic activities: \$400,000 to Michigan State U. (This brings the total of Kellogg assistance for this project to \$844,034.)

**LUCIUS N. LITTAUER FOUNDATION**  
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New York 10165  
Libraries. To establish the Litterer Hebraic Technical and Research Services. Librarianship: \$1.5-million to Harvard U.

### GIFTS & REQUESTS

**Beaver College.** For the capital campaign: \$1-million from Harry G. and Catherine M. Kuch.

**Bridgewater College.** For student-aid programs: \$1.1-million from the estate of Randall G. Spoerlein.

**Catawba College.** For support of programs: \$3.5-million from Theodore Leonard.

**Colorado School of Mines.** For professorships: \$300,000 from Cyprus Minerals Company and \$500,000 from the estates of Domingo and Blanche Moreno.

**Iowa State University.** For the library: \$250,000 from Grover and Gladys Herzberg and \$750,000 from the estate of Rodney Fox.

**Lehigh University.** For a professorship in writing: \$1-million from Rodale Press Inc.

**Muhlenberg College.** For scholarships: \$1.5-million from the estate of Alfred W. Dubbs.

**Nazareth College.** For capital services in the food-service and dining areas: \$350,000 from Marriott Corporation.

**North Central College.** For a professorship in the humanities: \$1-million from John D. Brunson.

**Ohio Northern University.** For music scholarships: \$2-million from the estates of Lowell F. and Dorothy A. Snyder.

**Pennsylvania State University.** For the capital campaign: \$1-million from John E. Morgan.

—For a professorship in space science: \$295,000 from John H. Swayne, Jr.

**Scripps College.** For support of programs: \$1-million from an anonymous donor.

**Southern Methodist University.** For graduate programs in the department of history: \$3-million from Mrs. Edmund J. Kuhn, Mr. and Mrs. Stephen Kuhn, Mrs. Eugene McDermott, the estate of Sumnerfield Roberts, and an anonymous donor.

**Sweet Briar College.** For a professorship in English: \$1-million from St. Shallenberger Brown and her family.

**University of Alabama.** For the school of law: \$1-million from Mr. and Mrs. Richard Bounds.

—For the Museum of Natural History: \$500,000 from Mr. and Mrs. Edward L. Douglas, Jr.

—For the Science Alabama program, which is working to improve science education in the state: \$500,000 from Russell Corporation.

—For the law school: \$500,000 from Mr. and Mrs. Charles E. Twedy, Jr.

**University of Kansas.** For scholarships: \$500,000 from Bill and Susan Bugay.

—For medical scholarships: \$20,000 from the estate of William G. Gane.

—For scholarships in engineering: \$250,000 from Nancy Lindsey Hildebrand.

—For athletics scholarships: \$1.1-million from the estates of Clara and Nielsen and Harry M. Nielsen.

**University of Miami.** For the library and the college of arts and sciences: \$1-million from Charles E. Cobb and his family.

**University of Missouri at Rolla.** For scholarships in engineering: \$200,000 from the estate of Roy R. McHilde.

**University of Portland.** For support of programs: computer equipment valued at \$1.3-million from Sequet Computer Systems Inc.

**University of Texas System.** For support of programs: \$13-million from Joe J. J. J.

**University of Toledo.** For support of programs: \$1-million from the estates of Fay D. and Phyllis Penn Koller.

—For a professorship in Catholic thought: \$450,000 from Ann and Thomas Murray.

**Yale University.** To make Sprague Memorial Hall accessible by wheelchair: \$650,000 challenge gift from an anonymous donor.

## Notes Book

Olivet College students who fear for their safety because of a series of racial incidents are being allowed to complete their courses through the mail.

A majority of the 57 black students at the college left the institution this month in the wake of a brawl that involved a total of 70 black and white students. After the brawl, fires were set on two ends of a dormitory where several black male students lived.

Donald A. Morris, Olivet's president, urged students to return to the campus and noted that the college had instituted 24-hour security patrols and an escort service.

Mr. Morris said: "In spite of these measures, we genuinely understand there are still some students who have chosen not to return to campus to complete the semester."

Mr. Morris gave students one week to write to each of their instructors to request a list of options for completing their courses. The faculty member, in turn, has 24 hours to respond to the request. The student must select an option and notify the faculty member in writing within 48 hours.

**Students at Monmouth College in New Jersey have an unusual complaint: They want more essays and problem-solving questions on their college tests.**

Says Natasha Maximoff, president of Monmouth's Student Government Association: "Our main concern was that some professors offered exclusively multiple-choice tests. A lot of students seem to feel that multiple-choice tests are easier."

The student government passed a resolution recommending that professors stop using multiple-choice questions exclusively.

Two-thirds of the Faculty Council voted to adopt the non-binding resolution last month.

Robert Rouse, chairman of the Faculty Council, said many faculty members were pleased that students wanted to be challenged academically.

**Dartmouth College's Eleanor Louise Frost award for the best original play written by an undergraduate at the college is more than an opportunity to win a \$480 prize.**

Paul Gaffney, director of theater at the college, said it gave students a unique introduction to New York theater. James Nicola, artistic director for the New York Theatre Workshop, is among this year's judges. He will be in the audience when the three plays that made it to the finals are presented on stage April 30 to May 2.

"It's an opportunity to be noticed out of the masses," Mr. Gaffney said. "Theaters like the New York Theatre Workshop are inundated with scripts. It is difficult to be noticed when you are one more unsolicited script."

## Students

## Reports of Spending Abuses Prompt Reviews of Student-Government Policies

Some people say colleges need to exert more control over use of activity fees

By MICHELE N-K COLLISON

Reports that student political leaders have spent student-activity fees for perks ranging from limousine rentals to trips to Africa have increased scrutiny of student-government associations.

Most student governments are managed without the slightest hint of impropriety, college administrators say. But the scandals come at a time when the public is angered by revelations about the perquisites that Congress and other public figures have enjoyed and when many college students are hard pressed to pay rising tuition and fees.

"The national mood is that public servants must be perfect," says Gary Pavela, director of judicial programs at the University of Maryland. "We're going to be expected to supervise students more than we have. If university funds are involved, legally and ethically, we can't simply turn it over without adequate supervision and monitoring."

Typically, student-government budgets are generated by student-activity fees that are levied by institutions. The fees, which vary from campus to campus, provide some student-government officers with large budgets. Student fees generate \$4-million at the University of Florida, for instance. The student governments, in turn, provide financing for a variety of student organizations and activities.

### State Audit in Iowa

Many of the student governments hire business managers, and institutions regularly audit the groups' financial records. But many students and college administrators question whether sufficient safeguards are in place to prevent abuses in the wake of scandals about the misuse of funds. Among recent examples:

■ A state audit last year found that University of Iowa senate members who attended a 1989 student conference in Florida spent \$1,263 on taxis and rental cars, even though they stayed in the same hotel as the conference. The students also spent \$635 on meals, even though meals were included in the pre-paid conference fee.

■ After allegations by students that student-government officers traded committee positions for votes, bribed potential opponents, and received stipends for meetings they did not attend, Florida International University administrators disbanded the student government in 1991.

■ The comptroller of the Student Government Association at Sage Junior College of Albany allegedly embezzled nearly half of a \$20,000 account earmarked for student activities last year. The student was charged with embezzling \$9,500 in student-activity fees. The comptroller has pleaded not guilty and is awaiting trial.

Members of the City University of New York Student Senate provided what is perhaps the most sensational example of extravagant spending. In 1991 Jean LaMarre, chairman of the senate, and other officers of the system-wide governing body spent



Richard J. Correnti of Florida International U.: "You can't pay people when they are not performing a job or use student-government money to rent limousines."

the organization's entire annual budget of \$345,000 in just six months.

Mr. LaMarre and other senators spent more than \$85,000 in expenses that were improper or undocumented, including \$23,400 on car rentals, cellular phones, and beepers. The senators also approved a \$4,500 loan for three students to attend a conference in the Ivory Coast. Each of the expenses had been approved by university

**"We're going to be expected to supervise students more than we have. If university funds are involved, legally and ethically, we can't simply turn it over without adequate supervision."**

administrators after the fact. Mr. LaMarre also hired his twin sister as his executive assistant at an annual salary of \$26,000.

### Activity Fee Suspended

Despite the public outcry about the expenditures, Mr. LaMarre was re-elected to his post in October. He would not return phone calls from *The Chronicle*. In a *New York Times* article, however, Mr. LaMarre said: "There is nothing that we spent, nothing that we purchased that was not legitimate and that was not approved by the university."

Mr. LaMarre would not comment on the university's plan to rein in the free-spending ways of the senators.

Starting this fall, the university has suspended the 85-cent activity fee per semester that each of the 200,000 students attending the university previously had been

*Continued on Following Page*

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## Colleges Review Policies on Student-Activity Fees

*Continued From Preceding Page*  
charged. In addition, university administrators now must approve all items before the Student Senate can spend any money.

CUNY student officers were able to take advantage of lenient financial guidelines that were established in the 1960's, said Tilden J. LeMelle, who was vice-chancellor of student affairs at CUNY until last May.

Mr. LeMelle, who is now president of the University of the District of Columbia, says he recommended to Chancellor W. Ann Reynolds before he left the university that the guidelines be strengthened.

"The guidelines were so loose you could drive a Mack truck through them," Mr. LeMelle says. "Allowing students to run their own affairs is a good idea. But controls need to be there so there are limits beyond which students can't go."

Although CUNY officials say the

accounting changes were necessary, student-government leaders are upset over the more stringent controls. In addition to other restrictions imposed on the system-wide university senate, student-government associations on indi-

**"They are using what happened at the senate as a vehicle to take control of the student-government fee away from students."**

vidual CUNY campuses will be subject to more supervision.

"They are using what happened at the senate as a vehicle to take control of the student-government fee away from students," says Kim Ray, president of the Day Student Government Association at

CUNY's Hunter College. "There's been no audit that says the college associations misappropriated any money. It is the students' money, and students should have control over the way the money is spent."

Ms. Ray acknowledges that some of the expenditures were extravagant. She ran unsuccessfully against Mr. LaMarre in the last student senate election, and she concedes that Mr. LaMarre's re-election "sent out a bad message, especially to the state legislators that the Student Senate lobbies."

But Ms. Ray says that college administrators also must take responsibility for some of the excesses. "I can't sign those vouchers by myself," she says. "The administration was negligent. The administration played a big role in allowing the excessive spending to take place."

### Setting Rules for Spending

Indeed, student-affairs administrators say rules have to be spelled out so that the student-activity fund is not misused. "You have to teach some kind of fiduciary responsibility," says Phillip E. Jones, dean of students at the University of Iowa. "If the university didn't ask, the students got away with what they could. When there are no rules, and no standards, you must put some in place."

Until new procedures were adopted in 1991 at the University of Iowa, for example, student officers could spend the \$800,000 in annual student-activity fees without prior approval from university officials. Student senators must now get the approval of administrators before they spend any money.

Mr. Jones says the university has also eliminated the cash advances that students used to receive for purchases. Iowa students pay \$17.55 per semester for the student-government association.

Some observers believe that some student leaders become awed by the amount of money they control. "These student-government



Kim Ray of Hunter College's student government: "The administration played a big role in allowing the excessive spending to take place."

presidents are like little mayors," says Butch Oxendine, publisher of *Florida Leader* magazine, and a former student-government leader.

He says: "Most are not out to commit fraud, but some tend to misuse their roles. They funnel money to their friends' organizations, or get friends into a football game. It's like junior Congress. They are learning politics."

Higher-education officials say that increased supervision is a marked change from the 1960's and the 1970's, when student-government associations demanded more autonomy from university administrators. Since that time, student governments generally have been free to set policies and spend money on activities as they saw fit, as long as they did not violate any laws.

### Bigger and More Complex

In the last two decades, however, student-government associations have grown in size and complexity. Many associations, such as the Associated Students of the University of California, lobby legislators on issues affecting students, and they own businesses such as bookstores and note-taking services. And as enrollments have grown, so have the treasuries of student governments.

Administrators say that students have a right to self-governance. However, "I don't think students' right to self-determination means license to do whatever they want to do," says Richard J. Correnti, vice-president for student affairs at Florida International University.

Mr. Correnti recommended that the president of Florida International disband the student govern-

ment last year because of the allegations of corruption, including payment of stipends to officers who did not attend meetings.

The student officers controlled a \$3-million budget financed by student-activity fees. Florida students pay \$6.15 per credit hour for the student-government association.

### A Call for New Elections

University officials say the allegations could not be confirmed because of shoddy record keeping by student officers, but the complaints were so numerous that the university decided that its only course was to restructure student government and call for new elections.

Mr. Correnti adds: "You can't pay people when they are not performing a job or use student-government money to rent limousines."

Many student officers and college administrators, however, say students are not out to abuse their power. "I think it's more of an ignorance issue," says Scott Jenkins, executive director of the Florida Student Association, a statewide organization.

Mr. Jenkins says he meets with each new president at the start of his or her term and discusses financial responsibility. He also recommends that each student-government association hire a business manager.

"It's not like these students are professionals," says Mr. Jenkins. "Most 20-year-olds understand accounting as much as they do balancing their checkbooks. You have to spell out what you can and cannot spend student government money for."

While the University of South Florida committed "serious judgmental errors" in its handling of a rape complaint against a star basketball player, it did not violate any National Collegiate Athletic Association rules, according to a faculty member's report.

But some people on the campus still think that the athlete, Marvin Taylor, may have in fact received special treatment in violation of the rules.

Mr. Taylor continued playing basketball while facing complaints ranging from harassment to rape. He was eventually dismissed from the team last year for violating the team's curfew.

In February, an NCAA enforcement official asked South Florida for information about Mr. Taylor's case, specifically questioning the relationship between the athlete and the lawyer who represented him in a 1990 criminal-battery case. Dan Walbolt, a vice-president who resigned in February after a Board of Regents' report criticized the university's handling of the case, had helped arrange for a prominent Tampa lawyer and sports booster to represent Mr. Taylor.

The report said the university and the NCAA must take it on faith that the lawyer, Frank Winkles, charged Mr. Taylor an appropriate fee for his help. According to NCAA rules, athletes may not receive free or discounted services from a booster.

The 16-page report was written by Stewart W. Schneller, chairman of the chemistry department and the university's faculty athletics representative. The report also said Mr. Walbolt, who gave Mr. Taylor \$80 of his own money for lodging after the athlete was evicted from the campus, committed "at most, an inadvertent violation" under "the pressure of difficult circumstances."

Linda Lopez McAlister, a professor of women's studies and philosophy, said the report still left many questions about the case unanswered.

Two universities in the NCAA's Division I are facing budget cuts that could abolish or diminish their football programs.

The most serious threat is at Western Kentucky University, where the budget committee—chaired by the university's president—recommended last week that football be suspended. Western Kentucky's Board of Trustees will consider the panel's recommendations, including the football ban, at the end of this month.

A panel at the University of Maine has urged the institution to cut more than \$400,000 from the athletics budget and to cut all state support for sports by 1996. The panel also urged the university to suspend football unless the NCAA creates a less-costly competitive level for football. Such a proposal was defeated at January's NCAA annual convention.

## Athletics

### Researchers' Error Led to Criticism of NCAA Reforms

Programming mistake skewed study of admission policies

By DEBRA E. BLUM

A computer-programming error led the authors of a report on the academic performance of Division I athletes to criticize the reform efforts of the National Collegiate Athletic Association unfairly, the report's authors say.

"I made fairly strong statements that the data no longer bear out," said Robert J. Rossi, a principal research scientist at the American Institutes for Research, who helped write the original report. Mr. Rossi and his co-author, Eric L. Lang, a former associate research scientist at the institute, released a statement this month announcing the error and their plans to write a revised report.

The original report, which was paid for by the NCAA, said that using standardized test scores in any way to predict academic performance "is questionable at best" (*The Chronicle*, February 19, 1992).

The report went on to say that "by passing tougher admissions policies, limiting practice time, or disallowing particular forms of recruitment, higher-education policy makers may inadvertently be making things worse for many current and prospective student-athletes." The statement was a slap at the NCAA, which has passed a series of such reforms in recent years.

### SAT Said to Be a Reliable Predictor

In their statement this month, Mr. Rossi and Mr. Lang said that additional review of the study's findings had revealed "a programming error" that changed some of the report's conclusions. Most significantly, the authors stated that the Scholastic Aptitude Test can indeed be used as a reliable predictor of academic success in college for Division I athletes.

Mr. Rossi and Mr. Lang said that any suggestion in the original report that reforms or legislative proposals regarding admissions standards may be harmful to

*Continued on Following Page*

### DEBATE OVER NCAA RULES

## A Passionate Proponent of the Need for Tough Requirements for Athletes



Lorna M. Straus: "It's our obligation to set things up so they're more likely to get a degree, more likely to get an education."

By DOUGLAS LEDERMAN  
WASHINGTON

Lorna M. Straus had been warned that she might face an unfriendly audience at a seminar here this month about black athletes. As chairman of the National Collegiate Athletic Association panel that recommended a set of tougher academic standards last year, Ms. Straus helped craft rules changes that black-college officials and others said would hurt black athletes disproportionately.

Yet the crowd of coaches, sports officials, parents, and educators at the Black Athletes in America forum surprised Ms. Straus, an anatomy professor at the University of Chicago. While a few participants, most of whom were black, criticized the NCAA requirements, most expressed support for tougher standards and urged the black community to help prepare athletes to meet them.

Emma J. Best, an assistant professor of health and physical education at the University of the District of Columbia,

said that parents, coaches, teachers, and journalists all needed to reinforce one message: "In order to participate, athletes must achieve academic success."

"We have to catch the young black kids early," said Butch Beard, men's basketball coach at Howard University. "We have to do a better job at the high-school level and the grade-school level, driving home the goal of getting that degree."

"For a lot of them, the goal is just to stay eligible to play basketball. Wrong goal. Entirely wrong goal."

### An Absent Critic

The panelist who has been most critical of the NCAA's standards in the past, Chancellor Edward B. Fort of North Carolina A&T State University, was ill and withdrew from the forum at the last minute.

On the floor of January's NCAA convention, and since then, Mr. Fort has complained bitterly that the association

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## A Passionate Proponent of the Need for Tough Requirements for Athletes

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adopted the academic proposals despite inconclusive evidence about their benefits.

But Mr. Fort, too, has made it clear in recent comments that if the standards take effect in 1993, as they now are scheduled to do, he and others in the black community must do everything they can to help athletes make the grade.

"If this becomes law, then we will conduct a full-court press in our contact with the K-12 constable to do everything in our power to get even greater amounts of preparedness," Mr. Fort said in an interview in February.

### Some Complaints Legitimate

Ms. Straus acknowledges the legitimacy of some of the complaints raised by advocates for black athletes, particularly their opposition to the continued use of a 700 score on the Scholastic Aptitude Test as the absolute minimum required for freshman eligibility. In fact, the academic-requirements committee that Ms. Straus led recommended that the NCAA drop the minimum and adopt a sliding scale that would allow athletes to qualify with scores below 700 if they achieved grade-point averages above 2.5.

"There was no enormous statistical validity to draw the line at 700," but also, she said, no clear-cut mandate to do away with the minimum requirements.

Ms. Straus, a former dean of students at Chicago, argues passionately about the need for tougher standards, and is thrilled that many of her potential critics in the black community agree.

Noting that fewer than 2 per cent

of college football and men's basketball players move on to a professional playing career, Ms. Straus said that athletes who enroll thinking that college is their ticket to professional sports "are chasing what's awfully close to a rainbow."

"If they don't get the pro opportunity, is it fair of us in the higher-

**"If they don't get the pro opportunity, is it fair of us in the higher-education community to say, 'Thanks a lot and goodbye?'"**

education community to say, 'Thanks a lot and goodbye?'"

"No. It's our obligation to set things up so they're more likely to get a degree, more likely to get an education, and therefore be able to do something with their lives," she added.

"And I'm afraid that the way the requirements have been, the way they in fact are, isn't doing that."

Ms. Straus said she hoped that the NCAA's new rules would improve the odds that athletes will come to college better prepared and leave with a degree, both by prodding high-school athletes to perform better now and by holding college athletes more accountable.

The new rules will require that to be eligible to play as freshmen—athletes achieve a 2.5 grade-point average in 13 high-school core

courses and a 700 SAT score or an 18 on American College Testing's standardized test. However, thanks to an indexing system, an athlete can become eligible with a GPA as low as 2.0 by scoring at least 900 on the SAT.

While the tougher standards for freshmen have drawn most of the public attention and criticism, Ms. Straus contends that the NCAA's toughest new rule is the standard that athletes must meet to remain eligible once they're in college.

Those continuing-eligibility rules will require athletes to have completed 25 per cent of the requirements in their major by the start of their third year in college, 50 per cent by the start of their fourth year, and 75 per cent by the start of their fifth year to remain eligible.

Ms. Straus said the rule was designed to get athletes on track early for their degrees. Ideally, she said, colleges will do a much better job of advising athletes about what courses they need for a degree and of warning them early on if they're falling behind. Otherwise, many athletes could be sidelined at the start of their third year.

### 'Anticipatory Review' Needed

"An institution that cares about its athletes must do some kind of anticipatory review and advising if these rules are going to work," she said.

At the athletes' forum, Mr. Beard, the Howard basketball coach, described some of the warning signs he sees when he's out recruiting players.

"I can walk into certain homes and I won't see a book around anywhere," he said. "You just know that person's going to have a tough time in college."

Ms. Straus, smiling, nodded as he spoke.

## Researchers Say Computer Error Led to Their Criticism of NCAA Reforms

Continued From Preceding Page

athletes who are academically at risk "is incorrect and is not substantiated by the results of these revised analyses."

Ted Tow, an associate executive director of the NCAA, said the researchers' announcement "openly and professionally acknowledged their error in the analysis and in their judgment."

Ursula Walsh, the association's director of research, declined to comment on the announcement. She had questioned the validity of the original report, saying the data in it did not lead to any clear-cut findings and that the authors seemed to emphasize only the results that supported their thesis.

The report examined the academic performance of athletes in Division I institutions and the factors that might have influenced their performance, such as academic preparedness, time commitments, finances, and housing arrangements. The research institute had asked for and received about \$20,000 from the NCAA to do the work, according to Mr. Rossi.

### A Missing Parenthesis

The report was presented in April 1991 at the national meeting of the American Educational Research Association and sent to the NCAA in December. After it was reported in *The Chronicle*, Mr. Rossi said, he decided to review the study because he thought the NCAA might see it as "a low blow," and he wanted to be certain its conclusions were correct.

He said he quickly found that a parenthesis was missing from the computer program, which caused

an error in the definition of the three academic-performance groups used in the analysis. Specifically, all athletes who missed two or more classes during the academic year were into the low-performance group. Mr. Rossi had intended to put that category only those athletes who had earned cumulative grade-point averages below 2.5.

### A Valid Predictor

Because of the error, at least more athletes who should have been in the moderate- or high-performance groups were instead in the low-performance group, Rossi said. When a new analysis was performed, the results showed the SAT to be a valid predictor of academic success in college. It changed results regarding the impact of various recruiting and housing arrangements on an athlete's academic success.

Correcting the error also put few women in the low-performance category to make any conclusions about female athletes in that group, Mr. Rossi said.

He noted, however, that the central findings of the original study hold true despite the correction.

"It's still the case that makers must look at ways to help students at the low end of the academic performance scale to better manage their time, especially if they are given more free time, the reductions in practice and lesson schedules," he said. "Still, the results still say that coaches have an important role to play concerning the academic performance of their student-athletes."

The issue of his fourth year of competition arose because, after three years as a non-scholarship back-up kicker, Mr. McConkey now has a chance to compete for the starting position.

He participated in spring football training under a temporary court order issued by a federal court in Seattle, but has since moved his lawsuit to a state court, which will probably hear the case this summer.

Catholic University has rejected an appeal by Bob Valvano and affirmed its decision to dismiss him as its men's basketball coach.

Mr. Valvano said last month that university officials had cited three reasons for firing him: his use of foul language, his decision to let players of legal drinking age buy beer after a 1989 game, and an incident in which he gave his players tampons to question their manhood.

Catholic officials challenged Mr. Valvano's version of events, saying in a statement that "the reasons for dismissal are not limited to those made public by Mr. Valvano." A university spokesman said the institution never discloses its reasons for a dismissal.

## Dispatch

With its decisive win in this month's elections, Britain's Conservative Party can be expected to move ahead with its plans to change the way the country's future schoolteachers are prepared.

As the Conservatives see it, British universities and colleges can expect to play a sharply reduced role in the preparation of teachers.

Before the elections were called, the government had been working on proposals to try to improve teaching in elementary and secondary schools by freeing it from "theories and ideologies."

As part of that effort, the government announced a plan for training future teachers that would reduce the time they spend in classrooms at universities by as much as 80 per cent in favor of more practical experience in the schools, under the supervision of in-service teachers and principals.

As a result of such a move, the education departments at several universities might be forced to close, as government funds for teacher education were shifted away from those departments and into the schools. The money would be used to pay supplements to principals and teachers who take on the roles of supervisors and master teachers.

The endangered education departments include those at the Universities of Cambridge, Oxford, Bristol, and Southampton.

E. C. Wragg, a professor at Exeter University and a leading figure in British teacher education, said the Conservatives wanted to return to 19th-century methods that had been proved wrong even then.

Said Mr. Wragg: "Untrained people will be put in front of a class—it is very alarming. This is downgrading the teaching profession. Every other major profession has a strong base in the universities."

But some university professors welcome the principle of doing more in the schools to prepare future teachers, although they criticize the government for its haste in trying to adopt such an approach.

Alan Smithers, a professor at the University of Manchester, said the government needed to think more about how many teachers-in-training a given school could handle, and how much preparation principals and teachers would need before they could take on a training role.

Ironically, Cabinet papers for the year 1961, which only recently were made public under the Official Secrets Act that prohibits the release of government documents for 30 years, show that the Conservative Minister of Education at the beginning of the 1960's, Sir David Eccles, looked to the establishment of teacher-education programs in the universities as one of the best ways to improve school standards.

## International



Students attend a mathematics class at a camp for Cambodian refugees in Thailand. More and more camp students are now entering Phnom Penh's universities, bringing with them problems and challenges.

## Cambodia's Struggling Universities Face New Tensions and Factional Disputes as Refugee Students Return

By NICK DRIVER

PHNOM PENH, CAMBODIA

When the Khmer Rouge forced residents to leave the Cambodian capital for the countryside in the late 1970's so it could launch its agrarian-based classless society, the campuses of the universities and institutes here became ghost towns.

More than a million people died at the hands of that fanatical Communist regime, which held power from 1975 to 1979. Of those who managed to escape, home became refugee camps across the border in Thailand. Years of fighting in Cambodia kept an estimated 400,000 refugees from leaving those camps.

But last October the warring factions signed a peace agreement in Paris that officially ended 13 years of civil war in Cambodia. The accord calls for the repatriation of all refugees living in Thailand and free elections in the spring of 1993. With the peace agreement, students from the refugee camps began to trickle back onto the capital's campuses, which have spent most of a decade trying to rebuild.

Now, with the start of a massive United Nations-sponsored repatriation program to bring all of the refugees back to Cambodia, the trickle is expected to become a river.

### 'The Government Is Corrupt'

While the students from the border camps re-introduce a semblance of normality to the campuses, they also bring problems.

Refugee students, trained from an early age to hate the Vietnamese-installed government in Phnom Penh, have added a volatile element to life at the capital's universities. The tensions their presence has introduced already have erupted in several demonstrations and deaths.



English is now the second language at Cambodia's universities, and many students, including this one, enroll at special language schools to prepare themselves.

Among the students who took to the streets was Roti, who in 1979 escaped from the Khmer Rouge with his family to a border camp. Roti is a supporter of Prince Norodom Sihanouk, who heads one of the factions recognized in the peace accord as a legitimate participant in next year's elections. Roti says he saw enough with his own eyes to despise the brutal Khmer Rouge. Then, in a refugee camp in Thailand, he was taught to despise the Phnom Penh government as well. Now the 24-year-old, who declined to give more than his first name, has returned to study alongside those he regards as his former enemies.

"The government is corrupt," he says. "They should be spending more on our

education." Dressed in clean blue jeans, new American sneakers, and a T-shirt, he could have been a student on any campus in the United States. Unlike American universities, however, Roti's institution—the Institute of Economics—has a serious shortage of books, desks, and other basic supplies.

### Few Qualified Instructors

Even more serious is the lack of qualified instructors. According to a 1990 report by the Cambodian Ministry of Education, 75 per cent of the country's 25,000 teachers and professors had been killed or had fled since the Khmer Rouge took control. The ministry also reported that 96 per cent

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## ATHLETICS NOTES

- Trustees at U. of Wyoming vote to drop four teams to cut costs
- Notre Dame drops wrestling, citing lack of support and interest
- Wash. State football player sues NCAA for ruling him ineligible
- Catholic U. rejects appeal by dismissed men's basketball coach

In a cost-cutting move, trustees of the University of Wyoming have voted to drop four teams: men's and women's skiing and men's indoor track and outdoor track.

The cuts, approved by a vote of 6 to 5, will save the university \$300,000 every two years, or 3 per cent of its athletic budget. Because of decreased state financing, Wyoming is trying to make some \$2.7-million in budget reductions throughout the university.

Officials said the cuts were as deep as possible under a National Collegiate Athletic Association rule that institutions must field at least seven men's sports programs and seven women's programs to compete in Division I.

Three of the ten men's teams were cut, along with one of the eight programs for women. That will mean the loss of 20 per cent of Wyoming's scholarship athletes: 35 male track athletes, 13 male skiers, and 11 female skiers.

One consideration the university's trustees said they had kept in mind while making the cuts was Title IX of the Education Amendments of 1972, which requires equitable treatment of men and women in programs at institutions that receive federal funds. The university had been in com-

pliance with the requirement, athletics officials said, and the cuts were structured so it would remain so.

The cuts, particularly the choice of which programs to drop, were controversial even among the trustees. The board also agreed that the university would review all athletic-department expenses next year, instead of in 1998 as originally scheduled.

—PETER MONAGHAN

The University of Notre Dame will discontinue its wrestling program. It cited declining interest in the sport at the national level and the university's desire to expand opportunities for female athletes as its reasons.

Notre Dame stepped up its emphasis on wrestling in 1984, raising the number of scholarships in the sport to 11, from 2. While the increases bolstered the team's

success, Richard Rosenthal, the university's athletics director, said the squad had failed to gain sufficient support on the campus.

The money spent on wrestling's 11 full scholarships "can be better directed toward programs that will more directly impact a larger portion of the student body and university community," Mr. Rosenthal said in a statement. In the last six years, Notre Dame has added five teams for women, he said. With the elimination of wrestling, the institution will sponsor 13 teams for men and 11 for women in 1992-93.

Mr. Rosenthal also noted that just 40 per cent of colleges in the National Collegiate Athletic Association's Division I now sponsor wrestling as a varsity sport.

—DOUGLAS LEDERMAN

Ken McConkey, a football player at Washington State

University, has sued the NCAA, claiming it unfairly ruled him ineligible to play football next fall.

The action against Mr. McConkey stemmed from his failure to meet the NCAA's academic-eligibility rules, which require athletes to attain a minimum score on the Scholastic Aptitude Test or American College Testing's standardized test to be eligible to compete as freshmen. The rule permits students who did not satisfy it to sit out one year of competition and then compete for three years, rather than the customary four.

Mr. McConkey did not take the SAT or ACT exam, but did pass the Washington Pre-College Entrance Examination, which qualified him to attend Washington State University. He argues that the NCAA rule that excluded him failed to take into account academic records like his.



## France's New Education Minister Seeks Consensus on University Reform

By PATRICIA BRETT

PARIS Jack Lang, France's new Minister of State for Education and Culture, enjoys a great deal of popularity among young people here. That may give him an edge in persuading students to accept university reforms that many in French higher education agree are overdue.

A package of reforms proposed by the previous minister sparked protests by high-school and university students in many cities in February (*The Chronicle*, March 4).

Mr. Lang has not said whether he plans to carry through with the controversial changes proposed by his predecessor, Education Minister Lionel Jospin. While ministry officials said those plans had been designed primarily to ease overcrowding in higher education, protesters said they amounted to a mechanism "for getting rid of students," as one of them put it.

The reforms proposed by Mr. Jospin included reorganizing the first two years of university studies and establishing a new credential for students who complete a specified level of work but do not qualify to go on to finish a degree.

### Overcrowding on Campuses

University officials say changes are needed if they are to cope with the influx of students. High-school completion rates in the past decade have surged, and the result has been overcrowding at all the universities, particularly in the first two years. The current enrollment of 1.8 million students in French higher education is expected to increase by 300,000 by 1995.

Upon taking office this month,



Jack Lang, France's Minister of State for Education and Culture. He plans to study the reforms suggested by his predecessor, but doesn't want to "rush into anything."

Mr. Lang said he would study the situation, but "didn't want to rush into anything." It is important to be "prudent," he said. He promised to hold wide-ranging discussions with all parties involved and to try to reach a consensus on which reforms to pursue.

Mr. Lang has been a cabinet minister longer than anyone in the new government. He was named Minister of Culture in 1981 when the Socialist Party leader, Francois Mitterrand, was elected president. Mr. Lang held that job until 1986, when the Conservatives took over the government for two years. The Socialists' return to power brought Mr. Lang back into the cabinet as

Minister of Culture and Communications.

While in his first term as Minister of Culture, Mr. Lang began a range of programs and projects that appealed to the young, including an annual music festival that saw free concerts on downtown street corners in almost every city, town, and village. Young people also appreciated Mr. Lang's efforts to promote art forms that were practiced by and appealed to youth, including rock music and graffiti.

Mr. Lang, who has been active in the Socialist Party since 1977, is one of President Mitterrand's most loyal supporters. His new post includes his former culture portfolio

as well as education. He is one of only three of the cabinet's 20 members to have the Minister of State title. The access and clout he enjoys probably will bring more public attention to education issues.

### Meetings With Union Officials

Before becoming a cabinet minister, Mr. Lang was a professor of international law at the University of Nancy. He also has taught law at the University of Paris.

Less than two weeks after taking office, Mr. Lang has been meeting with officials of the unions that represent faculty members. Claude Seureau, general secretary of the National Union of Higher Educa-

tion, the largest union and one is close to the Communist Party, called that "a positive step." Seureau said he welcomed change in ministers because relations with Mr. Jospin and his advisers were "rather strained."

"Mr. Lang listened attentively to what we had to say," Mr. Seureau said. "The advisers took our notes, and we feel our position was understood. But we still don't know what Mr. Lang will do."

### 'Real Discussion' Sought

According to Mr. Seureau, the minister told the union's delegates that he wanted "a real discussion on the issue" of university reforms, and that he wanted to package proposed reforms to be "constructive and positive." Mr. Lang told the delegation that he did not want to put off a decision "until doomsday," Mr. Seureau said. "We're happy that Mr. Lang wants to hold wide-ranging discussions," he said, "but reforming the university system, especially the first years, is essential, and we want to see a proposal quickly."

High-school and university students alike have protested whenever the government has proposed university reforms. Students inevitably regard such changes as a back-door way of introducing selective admission process.

But now many students seem to acknowledge the need for reform. Their hope is that Mr. Lang will have more understanding of the needs and concerns of students than past education ministers.

Philippe Campinchi, president of a new national students' union, is close to the governing Socialists. He takes a wait-and-see attitude. "The minister is judged by the policies he implements," he said. "If Mr. Lang has decided to abandon the ideas of reform, then that would be bad."

Mr. Campinchi said his union wanted to see reform in the universities, but not those proposed by Mr. Jospin. "With Jospin, there was no effort to discuss or to explain, and when there was, it always came too late," he said. The former minister's unwillingness to listen and his inability to communicate were cited by student leaders as reasons for their resistance to the reforms he proposed.

Mr. Campinchi said Mr. Lang's credentials as a communicator, and his experience at universities, would serve him well in his new post. "He understands the unions, and he can use his popularity with the youth to get reform accepted."

Mr. Campinchi's hope that Mr. Lang will come through with a viable reform package may be threatened by the fact that the government has only 11 months in which to act. Legislative elections are scheduled for the spring of 1993, and the way things are going, the odds are that the Socialists will be voted out. In recent regional elections, the Socialists won only 18 per cent of all votes cast. Mr. Campinchi said he worried that the government would not act fast enough to implement any reforms.

But to Mr. Seureau, the faculty leader, 11 months is plenty of time. He said the government could put through a valid reform package before next year's election. "I wouldn't say they don't drag their feet,"

## News

LAST FALL, Donald Kagan, dean of Yale College of Arts and Sciences, announced he would take a year's leave of absence—beginning this July—to work on a book on the origins of war. There was speculation then that he would not return to the deanship.

Last week Mr. Kagan confirmed that speculation by announcing his resignation in a public speech on "The Threat to Yale College" in which he lambasted the faculty for resisting moves to deal with the university's financial crisis. Mr. Kagan said, "I appeal to my faculty colleagues who have been carried away with the moment. Do not sacrifice the needs of our undergraduates."

Mr. Kagan's resignation follows by three weeks that of Frank M. Turner, the university's provost, who had served as chief organizer of the university's "restructuring" committee.

Both resignations are effective at the end of this semester. Mr. Turner will return to his faculty post in the history department at that point. Mr. Kagan will also rejoin the faculty, following a leave of absence. Mr. Kagan is a professor of classics and history.

For only the second time in its 192-year history, Middlebury College has selected a new president from the ranks of its faculty. John M. McCardell, Jr., professor of history, who has been acting president since Timothy Light resigned last September, was named to the post this month. He follows in the steps of Ezra Brainerd, who served as professor of rhetoric and English literature and of physics and applied mathematics before being named president of Middlebury in April 1886 after serving a year as acting president.

More changes at the University of Chicago: Hanna H. Gray last week announced her retirement as president, effective June 30, 1993. In a letter to the faculty, Ms. Gray wrote: "[I]t is timely to review and set directions for the next chapter in the University's life and to make the transition to a new generation of leadership."

Carnegie Mellon University has renamed its School of Urban and Public Affairs the H. John Heinz III School of Public Policy and Management. Mr. Heinz had been a member of the school's board of visitors, and he and his family have been among its financial supporters. The school will house Mr. Heinz's papers—both from his years in the U.S. House of Representatives, where he served from 1976-76, and in the U.S. Senate, where he served from 1977 until his death last year in an airplane accident.

Two years ago, there was an uproar at Wellesley College when Barbara Bush was named as commencement speaker. Seniors protested, saying Mrs. Bush had been invited only because she is the President's wife.

This year, there is a similar furor: Hilary Clinton, president of Wellesley's class of 1969, has been chosen to speak at commencement. Some seniors fear her selection could be misinterpreted as an endorsement of her husband, Bill Clinton, who is seeking the Democratic Presidential nomination.

Linda Darling-Hammond, named last week as dean of Harvard University's education school, will be the university's first black dean of a graduate school. She is the second woman to serve as dean of the school. Patricia A. Grahm served in the post from 1982 until last year.

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Joan N. Huber  
Ohio State University



Kristin M. Persson  
Upsala College



John M. McCardell, Jr.  
Middlebury College



Arthur C. Papacostas  
Temple University



Harold Nierenberg  
Yeshiva University

■ **New college and university chief executives:** College of William and Mary, Timothy J. Sullivan; Evergreen State College, Jane L. Jervis; Middlebury College, John M. McCardell, Jr.; Norwich University, Richard Schneider; University of Texas at Arlington, Ryan C. Amacher.

## Appointments, Resignations

Ryan C. Amacher, dean of the college of commerce and industry at Clemson U., to president of U. of Texas at Arlington.  
Ann Menchman, professor of astronomy and astrophysics at Pennsylvania State U., effective in January.  
Kevin A. Clements, professor of electrical engineering at Worcester Polytechnic Institute, to dean of graduate studies and research.  
Cynthia Coleman, assistant director of the office of fiscal affairs at New Jersey Department of Higher Education, to assistant vice-president and controller at Glassboro State College.  
Henry J. Gopeland, president of College of Wooster, has announced his resignation, effective in June 1993. He will return to the faculty as a professor of history.  
Linda Darling-Hammond, professor of education at Teachers College of Columbia U., to dean of the Graduate School of Education at Harvard U.  
V. Thomas Dosh, former vice-president of Collins Corporation (Los Angeles), to dean of the school of business at U. of Wisconsin at Eau Claire.  
Garland Dulan, academic vice-president at Oakwood College, to provost at La Sierra U.  
Robert Evans, professor of government and international affairs at U. of Virginia, to director of the Bureau of International Studies of Johns Hopkins U., effective July 1.  
Charles B. Fitzgerald, director of external affairs for the private school of business administration at U. of Virginia, to associate vice-president for development. (This corrects an item that appeared in the March 18 issue of *The Chronicle*.)

F. David Fowler, senior partner at KPMG Peat Marwick (Washington), to dean of the school of business and public management at George Washington U.  
Hanna H. Gray, president of U. of Chicago, has announced her retirement, effective in June 1993.  
David Hiley, acting dean of the college of liberal arts at Auburn U., to dean of the college of humanities and sciences at Virginia Commonwealth U.  
Edward P. Howard, dean of enrollment services at Linfield College, to dean of admissions and financial aid at Pacific U.  
Joan N. Huber, dean of the college of social and behavioral sciences at Ohio State U., to senior vice-president for academic affairs and provost.  
Arthur E. Humphrey, director of the center for molecular bioscience and biotechnology at Lehigh U., to head of the biotechnology institute at Pennsylvania State U.  
Jane L. Jervis, dean of Bowdoin College, to president of Evergreen State College, effective August 1.  
Donald Kagan, dean of Yale College at Yale U., has resigned.  
Scott E. Knapp, vice-president for community services and development at Lehigh County Community College, to executive dean for the Wabash Valley Region at Indiana Vocational-Technical College.  
Elizabeth A. LaBare, associate director of institutional advancement at New England College of Optometry, to director of public relations.  
Diane G. Lee, former director of the Academic Advancement Center for the Erie and University College at Drexel U., to assistant dean of the division of continuing education at Philadelphia College of Textiles and Science.  
Christopher Lind, assistant to the vice-chancellor for the Wharton School at U. of Pennsylvania, to director of admissions for the school's graduate division.  
Christine M. T. Mahoney, assistant treasurer

and controller at Franklin and Marshall College, to controller at Ursinus College.  
Dennis R. Marburger, professor of physical and health education at U. of Wyoming, has announced her retirement, effective May 9.  
John M. McCardell, Jr., acting president of Middlebury College, to president.  
David G. Moore, president of Mott Community College, has resigned.  
Monroe E. Nau, assistant to the director of alumni relations at St. John's U. (N.Y.), to director of alumni affairs at Molloy College.  
Harold Nierenberg, former dean of the school of business, public administration, and accountancy at the C. W. Post campus of Long Island U., to dean of the school of business at Yeshiva U.  
Arthur C. Papacostas, acting vice-president for computer and information services at Temple U., to vice-president.  
Don L. Park, associate executive director at Phi Delta Kappa Inc. (Bloomington, Ind.), to vice-president for university advancement at Ball State U. (This corrects an item that appeared in the April 8 issue of *The Chronicle*.)  
Kathleen M. Persson, director of public information and publications at Upsala College, to vice-president for institutional advancement.  
Janet G. Pichette, vice-president for business and finance and treasurer at Eastern Michigan U., to vice-president for business and administration at Ohio State U.  
John A. Pinter, headmaster of Derby Academy (Hingham, Mass.), to associate director of development at Amherst College.  
Winston D. Powers, retired lieutenant general in U. S. Air Force, to interim president of Paul Quinn College.  
Donald F. Raymond, associate dean of the college of arts and sciences at Indiana State U., to dean of the school of arts and sciences at U. of Wisconsin at Eau Claire.  
Eddie Richardson, assistant in the Bureau for Educational Research Services at U. of Tennessee at Knoxville, to director of institutional research at Wofford College.  
Continued on Following Page

## Cambodia's Struggling Universities Face New Tensions as Refugees Return

Continued From Preceding Page of all college students in 1975 were killed, or escaped. Today the nation's literacy rate is said to be among Asia's lowest.

In many cases, ideologies have taken the place of teachers. Education in the refugee camps controlled by each of the four main political factions has been highly politicized. The pro-Vietnamese Phnom Penh government of Prime Minister Hun Sen teaches students to ridicule Prince Sihanouk as a lackey of China, and to vilify the destructive Khmer Rouge. In the border zones, Khmer Rouge and Sihanouk-led forces alike denigrate the Phnom Penh government, calling it a Vietnamese-installed puppet regime. The fourth faction, the Khmer People's Liberation Front, is distrusted by the other three.

Students brought up with those widely divergent political backgrounds suddenly find themselves thrown together at the universities. They take the same classes, witness the same events unfolding in their country, and, now, take part in the same protests.

"All the students care a lot about our country," says Roti. He adds that he and other students who took part in bloody December demonstrations in which six people died did so to protest the growing corruption in government.

One of Cambodia's most press-

ing problems is how to deploy the meager resources it has for education. About half of the population of 7.5 million is said to be under 17 years old.

University officials have the additional task of satisfying the demands of students from various and often opposing political factions and backgrounds.

### A Government Fire Sale

The initial upbeat mood in Cambodia following last October's peace accord was quickly dashed by the actions of government officials, who have been conducting a fire sale on properties they control. Newly arriving aid agencies and foreign governments have pushed land and housing prices up sharply.

Signs of the inequality of raw capitalism have begun to crop up across the city. Stores packed with display cases of unaffordable Snickers chocolate bars and Miller beer line downtown Achar Meas Boulevard, which is also home to legions of squatters living in lean-tos. Sleek new Toyota sedans and Honda motorcycles ply the avenues alongside ragged rickshaw drivers looking for customers.

Meanwhile, the government is broke. Its tax revenues have shrunk because of smuggling, and its former chief patron, the Soviet Union, has dissolved.

Government officials say they

had no choice but to raise money by selling off some industries and land. Teachers and other government workers, who make an average of about \$12 a month, had not received their paychecks in months.

Many students called the government actions corrupt, however, because they were carried out in secret. No one heard about the sale of houses, large properties, even a hospital, until the occupants were asked to move out. Even after the government had made money from its fire sale, teachers were still being paid only sporadically.

Cambodia's education system needs the kind of aid that only the United Nations or large Western governments can provide. But right now no country is willing to grant or lend money to Phnom Penh, a government the West has been trying to oust for years, because about 40 per cent of its budget goes to defense. Foreign governments also have no guarantee their funds will end up in the right place—the fledgling Supreme National Council, a 12-member body that legally represents all four factions in Cambodia, has no real power within the bureaucracy.

Diplomats say that the only way to bring Cambodia's dysfunctional economy out of its downward spiral will be to train people to use the massive amounts of humanitarian

aid that inevitably will come. But no one knows who will provide such training.

"There aren't enough teachers now, let alone for the future," says Lynn Jarvis, who teaches English at the University of Phnom Penh, where it is now the official second language of instruction. "We are just scraping by with who we have now."

### Travel Still Restricted

Aid organizations such as the Quaker Service of Australia, which sent Ms. Jarvis here, have begun to help fill the teaching gap. But the instructors themselves admit that much more help is needed. Few relief agencies have been allowed into the countryside yet, for instance. The government blames the travel restrictions on the still-present danger of Khmer Rouge guerrillas and the omnipresent land mines.

While the students who are now reaching the city from the refugee camps bring with them new problems and challenges for educators and aid workers, they also provide some of the special kind of satisfaction that missionaries like Ms. Jarvis seek.

"Most of the students in my classes really want to learn," she says. "They really know a lot, especially considering what they have been through."



## Gazette

## The Dual Career Couple in Higher Education

**An Equal Opportunity University**

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**center for  
FACULTY  
EVALUATION &  
DEVELOPMENT**  
Division of Continuing Education  
Kansas State University

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45 S. National Avenue • Fond du Lac, WI • 54935  
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## CONFERENCES, WORKSHOPS, CALLS FOR PAPERS

### Call for Proposals

Building Community Within a Changing Academy

17th Annual Conference of the Professional and Organizational Development Network in Higher Education

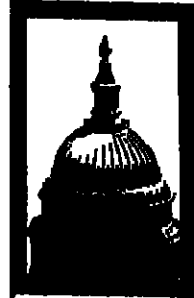
October 22-25, 1992  
Saddlebrook Resort  
Wesley Chapel, Florida

The POD Network is committed to improving higher education through faculty, instructional, and organizational development. The conference theme, "Building Community Within a Changing Academy," invites us to re-examine and exchange views on the many aspects of change within our academic institutions and professional situations. In so doing, we will also focus upon building a sense of community, which is an essential factor for the incorporation of meaningful and substantive change. Proposals are particularly invited on the topics of assessment, change, community, diversity and multiculturalism, evaluation, effective practice, research and teaching as a changing paradigm.

To obtain information about proposal submissions, please contact:

Dr. Kay U. Herr  
Program Chair, POD Conference  
Office of Instructional Services  
Colorado State University  
Fort Collins, CO 80523  
Voice: (303) 491-1325  
Fax: (303) 491-6989  
Email: kayherr@admin@instsv.colostate.edu

Proposal Deadline: May 15, 1992



## Celebrate the Century in Washington, DC

American Psychological Association  
100th Annual Convention  
Washington, DC  
August 14-18, 1992

### For Information on:

- Convention Registration
- Job Placement Service
- Continuing Education Workshops
- Academic/Scientific Seminars

Clip this ad and send it to: American Psychological Association, Marketing Dept., 750 First Street NE, Washington, DC 20002-4242, or call (202) 336-5570 (no collect calls, please).

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

## UK University of Kentucky 3rd National Conference on University Downtown Centers

September 25-26, 1992  
Lexington, Kentucky

### CALL FOR PAPERS

Individuals are invited to submit proposals on the following topics: the downtown potential, the downtown mission, marketing concepts, feasibility studies, institutional politics and relationships, support services, faculty issues, space issues, partnerships and cooperative relationships, the learning environment, financial issues/structures, use of technology, defining your clientele, innovative programming, or creative solutions to recurring problems.

Proposals should be no more than two double-spaced pages, and are due by May 30, 1992.

For more information, call 606-257-1525.

Mail to:  
Downtown Center Conference  
University of Kentucky  
204 Frazee Hall, Lexington, KY 40506-0031.

An Equal Opportunity University

## UK University of Kentucky announces a national conference on International Programs November 6-7, 1992 Lexington, Kentucky CALL FOR PAPERS

Academic administrators and continuing educators are invited to submit proposals on the following conference topics: financial considerations when dealing with other currencies, funding programs, consortial agreements, site selection, liability issues, agreement with overseas institutions, security, how to start a program, financial aid, orientation for students, faculty, participants, cross-cultural considerations, on-site administration of programs, marketing, compensation for faculty and/or administrators, contracts/letters of agreement.

Proposals should be no more than two double-spaced pages and are due by May 30, 1992.

For more information call 606-257-1525.

Mail paper proposals to:  
Conference Office  
University of Kentucky  
204 Frazee Hall  
Lexington, KY 40506-0031

An Equal Opportunity University

## 1992-93 Higher Education Resource Services (HERS) Fifteenth Annual MANAGEMENT INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION at Wellesley College

An integrated series of five seminars offering women administrators and faculty professional management training

Dates: Oct. 15-17; Nov. 20-21; Jan. 22-23; Mar. 18-20; Apr. 23-24

Fee: \$1800 plus \$50 nonrefundable application fee (includes tuition, materials, and meals)

Program: Planning and Fiscal Management; Managing in Organizations; Professional Development

For more information contact: Susan Knowles, Management Institute, Wellesley College, Wellesley, Massachusetts 02181 • 617-283-2529

### Coming Events

Continued From Previous Page  
10-13: Institutional research. Association for Institutional Research, 1000 Pennsylvania Avenue, N.W., Washington 20006. Contact: Anne M. Smith, 202-775-1525.

10-13: Interdisciplinary programs. Association for Interdisciplinary Programs, 1000 Pennsylvania Avenue, N.W., Washington 20006. Contact: Anne M. Smith, 202-775-1525.

10-13: Disabilities. "Meeting the Challenge of Disabilities," a national conference, University of Kentucky, Lexington, KY. Contact: 606-257-1525.

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for publication of texts in the humanities or for translation into English of important works. Contact: National Endowment for the Humanities, Room 318, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0207.

### INSTITUTES, WORKSHOPS

May 1: Southeast Asia. Applications from faculty members and students for possible participation in a delegation to Vietnam, Cambodia, and Laos, during August. Contact: U.S.-Indochina Reconciliation Project, Suite 1801, 220 West 42nd Street, New York 10036; (212) 764-3925.

### PAPERS

May 15: Business law. Papers for possible presentation at the annual conference of the Academy of Legal Studies in Business (formerly the American Business Law Association), to be held in August in Charleston, S.C. Contact: Daniel J. Heron, School of Business, Western Carolina University, Culloway, N.C. 28733; (704) 586-1423, fax (704) 227-7414.

May 15: Curriculum. Proposals on the theme "Passing the Torch: The Core Curriculum in World Context—Broadening Boundaries, Building Bridges, Banking on the Basics," for possible presentation at a conference of the American Association for the Advancement of Curriculum Studies, to be held in October in Atlanta. Contact: AAAC, Box 287, 2075 South University Boulevard, Denver 80210; (409) 890-8508.

May 15: Family. Proposals on the theme "Dependency and the Dysfunctional Family: Let the Healing Begin," for possible presentation at a conference, to be held in October in Chicago. Contact: Kim R. Falk, Office of Continuing Education/Extension and Summer Session, University of Wisconsin-Stout, Menomonie, Wis. 54751; (715) 232-2693, (800) 453-5701, fax (715) 232-3385.

May 15: Health professions. Proposals for possible presentation at a conference, to be held in October in Chicago. Contact: Kim R. Falk, Office of Continuing Education/Extension and Summer Session, University of Wisconsin-Stout, Menomonie, Wis. 54751; (715) 232-2693, (800) 453-5701, fax (715) 232-3385.

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Box 453, Burlington, Ky. 41005; (406) 586-6127.

May 30: Equal opportunity. Proposals for possible presentation at the annual conference of the National Council of Educational Opportunity Associations, to be held in September in Washington. Contact: Andrea Reeve, Director, Academic Enrichment Center, University of Wyoming, P.O. Box 308, Laramie, Wyo. 82071; (307) 766-3448.

May 30: Sociology. Abstracts of papers on the theme "Stability and Change in Stratification Systems," for possible presentation at a conference of the International Sociological Association, to be held in August in Salt Lake City. Contact: Bam Dev Sharda, Professor of Sociology, 301 Social and Behavioral Science, University of Utah, Salt Lake City 84112; (801) 581-8029, fax (801) 585-3748.

June 1: Distance education. Proposals on the theme "Global Trends in Distance Education," for possible presentation at a conference, to be held in September in August, Me. Contact: Bob MacVane, Dean of Community and External Programs, University of Maine, University Heights, Augusta, Me. 04330; (207) 622-3170.

June 1: Phenomenology. Papers on the theme "Phenomenology of Life, the Cosmos, and the Human Condition," for possible presentation at an international conference, to be held in August in Seoul, South Korea. Contact: A.T. Tymieniecka, World Phenomenology Institute, 348 Payson Road, Belmont, Mass. 02178; (617) 489-3696.

June 1: Geology. Abstracts of papers for possible presentation at an international conference on geology, to be held in October in New York. Contact: Jesse Levitt, 485 Brookline Avenue, Fairfield, Conn. 06432.

June 1: Marxism. Proposals on the theme "Marxism in the New World Order: Crises and Possibilities," for possible presentation at a conference, to be held in November in Amherst, Mass. Contact: Antonio Callari, Economics Department, Franklin and Marshall College, Lancaster, Pa. 17604; (717) 291-3947, fax (717) 299-4413.

Distance learning. Proposals for possible presentation at "Telelearning Conference '92: Creating Connections," to be held in October in Denver. Contact: Heidi Teichgraber, 11460 Warner Avenue, Fountain Valley, Calif. 92708-2597; fax (714) 241-6286.

Human relations. Papers on the theme "New Directions in Human Relations: Making It Work," for possible presentation at a conference of the Minnesota Human Relations Association, to be held in October in St. Cloud, Minn. Contact: Polly Kellogg, Human Relations Center, St. Cloud State University, St. Cloud, Minn. 56301.

Non-profit organizations. Case studies to be published in *Nonprofit Management Case Study Collection*. Contact: Ken Kozlowski, Curriculum and Publications Manager, Institute for Nonprofit Organization Management, 4306 Geary Boulevard, Suite 201, San Francisco 94118-3004; (415) 750-5180.

Religious studies. Proposals for possible presentation at the annual conference of the North Carolina Religious Studies Association, to be held in October in Winston, N.C. Contact: Herman Thomas, Department of Religious Studies, University of North Carolina, Charlotte, N.C. 28223; (704) 477-4508, or Jon Young, College of Arts and Sciences, Fayetteville State University, Fayetteville, N.C. 28301-4298; (919) 486-1681.

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May 1: Books. Books on literature, literary studies, linguistics, languages, comparative literature, or the teaching of language, to be published in 1991, for consideration for prizes. Contact: MLA Prizes, Modern Language Association of America, 10 Astor Place, New York 10003; (212) 614-6406.

May 1: Education. Proposals for possible presentation at the annual conference of the National Partnership for Partnership in Education, to be held in 1991. Contact: Partnership in Education Journal, P.O. Box 210, Ellenton, Fla. 34222-0210; (813) 776-2535.

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